Adventures in Writing

Benjamin Franklin's Lightning Rod

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.RF.	Reading Standards: Foundational Skills

STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Range of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	**Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	**Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	**Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.h.	Use coordinating and subordinating conjunctions.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.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).
EXPECTATION	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language

STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Dolphins

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills

STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	3.RF.3.b.	Decode words with common Latin suffixes.

CONTENT STANDARD / STRAND / DISCIPLINE	**DC.CC.3. RF.**	**Reading Standards: Foundational Skills**
STANDARD / ESSENTIAL SKILL		**Fluency**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.RF.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
EXPECTATION	3.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	**DC.CC.3. W.**	**Writing Standards**
STANDARD / ESSENTIAL SKILL		**Text Types and Purposes**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2.d.	Provide a concluding statement or section.

CONTENT STANDARD / STRAND / DISCIPLINE	**DC.CC.3. W.**	**Writing Standards**
STANDARD / ESSENTIAL SKILL		**Production and Distribution of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

| STUDENT EXPECTATION / ESSENTIAL SKILL | 3.W.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.3. W. | Writing Standards |

| STANDARD / ESSENTIAL SKILL | | Range of Writing |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 3.W.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.3. SL. | Speaking and Listening Standards |

| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |
| STUDENT EXPECTATION / ESSENTIAL SKILL | 3.SL.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |

| EXPECTATION | 3.SL.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |

| EXPECTATION | 3.SL.1.b. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |

| EXPECTATION | 3.SL.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |

| EXPECTATION | 3.SL.1.d. | Explain their own ideas and understanding in light of the discussion. |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.3. SL. | Speaking and Listening Standards |

| STANDARD / ESSENTIAL SKILL | | Comprehension and Collaboration |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 3.SL.2. | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.3. SL. | Speaking and Listening Standards |

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.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).
EXPECTATION	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language

STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

EXPECTATION	3.L.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).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Hagia Sophia

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	3.RF.3.b.	Decode words with common Latin suffixes.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2.d.	Provide a concluding statement or section.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.W.	**Writing Standards**
STANDARD / ESSENTIAL SKILL		**Range of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.SL.	**Speaking and Listening Standards**
STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.SL.	**Speaking and Listening Standards**
STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.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).
EXPECTATION	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	3.L.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).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Hannibal's War

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills

STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.4.	**Read with sufficient accuracy and fluency to support comprehension.**
EXPECTATION	3.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		**Text Types and Purposes**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.2.	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		**Production and Distribution of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		**Range of Writing**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.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).
EXPECTATION	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

| EXPECTATION | 3.L.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.3. L. | Language Standards |

| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 3.L.5. | Demonstrate understanding of word relationships and nuances in word meanings. |

| EXPECTATION | 3.L.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.3. L. | Language Standards |

| STANDARD / ESSENTIAL SKILL | | Vocabulary Acquisition and Use |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 3.L.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |

John Muir

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.3. RI. | Reading Standards for Informational Text |

| STANDARD / ESSENTIAL SKILL | | Key Ideas and Details |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 3.RI.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |

| CONTENT STANDARD / STRAND / DISCIPLINE | DC.CC.3. RI. | Reading Standards for Informational Text |

| STANDARD / ESSENTIAL SKILL | | Craft and Structure |

| STUDENT EXPECTATION / ESSENTIAL SKILL | 3.RI.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details.

EXPECTATION	3.W.2.d.	Provide a concluding statement or section.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.2.b.	Use commas in addresses.
EXPECTATION	3.L.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).
EXPECTATION	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Leif Eriksson

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	**Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		**Range of Reading and Level of Text Complexity**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	**Reading Standards: Foundational Skills**

STANDARD / ESSENTIAL SKILL		**Fluency**

STUDENT EXPECTATION / ESSENTIAL SKILL	**3.RF.4.**	**Read with sufficient accuracy and fluency to support comprehension.**

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

EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Text Types and Purposes**

STUDENT EXPECTATION / ESSENTIAL SKILL	**3.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details.

EXPECTATION	3.W.2.d.	Provide a concluding statement or section.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Production and Distribution of Writing**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	**Writing Standards**
STANDARD / ESSENTIAL SKILL		**Range of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	**Speaking and Listening Standards**
STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	**Speaking and Listening Standards**
STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	**Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		**Presentation of Knowledge and Ideas**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	**Language Standards**

STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.
EXPECTATION	3.L.1.f.	Ensure subject-verb and pronoun-antecedent agreement.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	**Language Standards**

STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.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).

EXPECTATION	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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Washington DC Academic Standards

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills

STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details.

EXPECTATION	3.W.2.d.	Provide a concluding statement or section.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	**Language Standards**
STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.
EXPECTATION	3.L.1.f.	Ensure subject-verb and pronoun-antecedent agreement.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	**Language Standards**
STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.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).
EXPECTATION	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	**Language Standards**
STANDARD / ESSENTIAL SKILL		**Knowledge of Language**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Mayflower, Part 1

Washington DC Academic Standards
Language Arts
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills

STANDARD / ESSENTIAL SKILL		Fluency

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.2.	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2.d.	Provide a concluding statement or section.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	**Language Standards**

STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.
EXPECTATION	3.L.1.f.	Ensure subject-verb and pronoun-antecedent agreement.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	**Language Standards**

STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.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).
EXPECTATION	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	**Language Standards**

STANDARD / ESSENTIAL SKILL		**Knowledge of Language**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	**Language Standards**

STANDARD / ESSENTIAL SKILL		**Vocabulary Acquisition and Use**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

My Friend, Part 2

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Text Types and Purposes**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details.

EXPECTATION	3.W.2.d.	Provide a concluding statement or section.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Production and Distribution of Writing**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.

EXPECTATION	3.L.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).

EXPECTATION	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

My House, Part 2

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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details.

EXPECTATION	3.W.2.d.	Provide a concluding statement or section.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	**Writing Standards**
STANDARD / ESSENTIAL SKILL		**Range of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	**Language Standards**
STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	**Language Standards**
STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.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).
EXPECTATION	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

Nile River, Yangtze River

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	**Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		**Range of Reading and Level of Text Complexity**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	**Reading Standards: Foundational Skills**

STANDARD / ESSENTIAL SKILL		**Phonics and Word Recognition**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.RF.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**

EXPECTATION	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.

EXPECTATION	3.RF.3.b.	Decode words with common Latin suffixes.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	**Reading Standards: Foundational Skills**

STANDARD / ESSENTIAL SKILL		**Fluency**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.RF.4.**	**Read with sufficient accuracy and fluency to support comprehension.**

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

EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Production and Distribution of Writing**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	3.L.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).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

EXPECTATION	3.L.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).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Orchestra and Conductor

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills

STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.

EXPECTATION	3.RF.3.b.	Decode words with common Latin suffixes.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills

STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		**Presentation of Knowledge and Ideas**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	3.L.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).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

EXPECTATION	3.L.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).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roanoke, Part 1

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	**DC.CC.3. W.**	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Production and Distribution of Writing**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STANDARD / STRAND / DISCIPLINE	**DC.CC.3. W.**	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Research to Build and Present Knowledge**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CONTENT STANDARD / STRAND / DISCIPLINE	**DC.CC.3. W.**	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Range of Writing**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	**DC.CC.3. SL.**	**Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**

EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	**Speaking and Listening Standards**
STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	**Speaking and Listening Standards**
STANDARD / ESSENTIAL SKILL		**Presentation of Knowledge and Ideas**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	**Language Standards**
STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		**Knowledge of Language**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		**Vocabulary Acquisition and Use**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**

EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		**Vocabulary Acquisition and Use**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**

EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		**Vocabulary Acquisition and Use**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roanoke, Part 2

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		**Text Types and Purposes**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2.d.	Provide a concluding statement or section.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		**Production and Distribution of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		**Range of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.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).
EXPECTATION	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

Roman Colosseum

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills

STANDARD / ESSENTIAL SKILL		Fluency

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roman Hoplite, American Quarter Horse

Washington DC Academic Standards
Language Arts
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills

STANDARD / ESSENTIAL SKILL		Fluency

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.4.	**Read with sufficient accuracy and fluency to support comprehension.**

EXPECTATION	3.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Production and Distribution of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	**Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**

EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	**Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	**Language Standards**

STANDARD / ESSENTIAL SKILL		**Vocabulary Acquisition and Use**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Rooster, Part 1

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	**Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		**Key Ideas and Details**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	**Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		**Craft and Structure**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	**Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		**Integration of Knowledge and Ideas**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
CONTENT STANDARD / STRAND / DISCIPLINE	**DC.CC.3. RI.**	**Reading Standards for Informational Text**
STANDARD / ESSENTIAL SKILL		**Range of Reading and Level of Text Complexity**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	**DC.CC.3. RF.**	**Reading Standards: Foundational Skills**
STANDARD / ESSENTIAL SKILL		**Fluency**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.RF.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
EXPECTATION	3.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	**DC.CC.3. W.**	**Writing Standards**
STANDARD / ESSENTIAL SKILL		**Production and Distribution of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		**Range of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		**Presentation of Knowledge and Ideas**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		**Knowledge of Language**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		**Vocabulary Acquisition and Use**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	**Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.5.	**Demonstrate understanding of word relationships and nuances in word meanings.**

EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	**Language Standards**

STANDARD / ESSENTIAL SKILL		**Vocabulary Acquisition and Use**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Rooster, Part 2

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Text Types and Purposes**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.2.	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2.d.	Provide a concluding statement or section.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Production and Distribution of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	**Writing Standards**
STANDARD / ESSENTIAL SKILL		**Range of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	**Language Standards**
STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	**Language Standards**
STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.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).
EXPECTATION	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

The Fox and the Crow, Part 1

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RL.	Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RL.	Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.6.	Distinguish their own point of view from that of the narrator or those of the characters.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RL.	Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RL.	Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills

STANDARD / ESSENTIAL SKILL		Fluency

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

EXPECTATION	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		**Presentation of Knowledge and Ideas**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		**Vocabulary Acquisition and Use**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**

EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	**Language Standards**

STANDARD / ESSENTIAL SKILL		**Vocabulary Acquisition and Use**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**

EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	**Language Standards**

STANDARD / ESSENTIAL SKILL		**Vocabulary Acquisition and Use**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

The Fox and the Crow, Part 2

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RL.	**Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		**Key Ideas and Details**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Text Types and Purposes**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.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).
EXPECTATION	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

The Theft of Thor's Hammer, Part 1

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.6.	Distinguish their own point of view from that of the narrator or those of the characters.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RL.	Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	3.RF.3.b.	Decode words with common Latin suffixes.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.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).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	3.L.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).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

The Theft of Thor's Hammer, Part 2

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RL.	Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RL.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills

STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.

EXPECTATION	3.RF.3.b.	Decode words with common Latin suffixes.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

EXPECTATION	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

EXPECTATION	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		**Presentation of Knowledge and Ideas**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.
EXPECTATION	3.L.1.f.	Ensure subject-verb and pronoun-antecedent agreement.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.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).
EXPECTATION	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	3.L.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).

Tornadoes

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		**Integration of Knowledge and Ideas**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		**Range of Reading and Level of Text Complexity**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		**Phonics and Word Recognition**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.3.	**Know and apply grade-level phonics and word analysis skills in decoding words.**
EXPECTATION	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	3.RF.3.b.	Decode words with common Latin suffixes.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		**Fluency**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.4.	**Read with sufficient accuracy and fluency to support comprehension.**

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

EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.W.	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Text Types and Purposes**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.W.	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Text Types and Purposes**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

EXPECTATION	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.W.	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Production and Distribution of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		**Range of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		**Presentation of Knowledge and Ideas**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.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).
EXPECTATION	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

EXPECTATION	3.L.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).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Treasure Map, Part 1

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.RF.	Reading Standards: Foundational Skills

STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.RF.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
EXPECTATION	3.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	**DC.CC.3. SL.**	**Speaking and Listening Standards**
STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	**DC.CC.3. SL.**	**Speaking and Listening Standards**
STANDARD / ESSENTIAL SKILL		**Presentation of Knowledge and Ideas**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	**DC.CC.3. L.**	**Language Standards**
STANDARD / ESSENTIAL SKILL		**Knowledge of Language**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	**DC.CC.3. L.**	**Language Standards**
STANDARD / ESSENTIAL SKILL		**Vocabulary Acquisition and Use**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Treasure Map, Part 2

Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2.d.	Provide a concluding statement or section.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		**Production and Distribution of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		**Range of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**

STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.

EXPECTATION	3.L.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).

EXPECTATION	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

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Washington DC Academic Standards
Language Arts
Grade **3** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure

STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RI.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills

STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Research to Build and Present Knowledge**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	**Writing Standards**

STANDARD / ESSENTIAL SKILL		**Range of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	**Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
EXPECTATION	3.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		**Comprehension and Collaboration**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		**Presentation of Knowledge and Ideas**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		**Conventions of Standard English**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	**Language Standards**

STANDARD / ESSENTIAL SKILL		**Knowledge of Language**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	**Language Standards**

STANDARD / ESSENTIAL SKILL		**Vocabulary Acquisition and Use**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**

EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	**Language Standards**

STANDARD / ESSENTIAL SKILL		**Vocabulary Acquisition and Use**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.L.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**

EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3.L.	**Language Standards**

STANDARD / ESSENTIAL SKILL		**Vocabulary Acquisition and Use**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

William Penn, Part 2

Washington DC Academic Standards
Language Arts

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RF.	Reading Standards: Foundational Skills

STANDARD / ESSENTIAL SKILL		**Phonics and Word Recognition**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.RF.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**

EXPECTATION	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.

EXPECTATION	3.RF.3.b.	Decode words with common Latin suffixes.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		**Text Types and Purposes**
STUDENT EXPECTATION / ESSENTIAL SKILL	**3.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details.

EXPECTATION	3.W.2.d.	Provide a concluding statement or section.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		**Production and Distribution of Writing**
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.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).
EXPECTATION	3.L.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Knowledge of Language

STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	3.L.3.a.	Choose words and phrases for effect.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	3.L.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).