Main Criteria: Adventures in Writing

Secondary Criteria: Washington DC Academic Standards

Subject: Language Arts Grade: 3

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. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL	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. Reading Standards for Informational Text RI.

STANDARD / Craft and Structure **ESSENTIAL SKILL**

3.RI.4.

STUDENT EXPECTATION / **ESSENTIAL** SKILL

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**

SKILL

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

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

STUDENT 3.RI.7. EXPECTATION / **ESSENTIAL** SKILL

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).

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

CONTENT STANDARD / STRAND / DISCIPLINE

SKILL

DC.CC.3. Reading Standards for Informational Text

RI.

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

STUDENT 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. EXPECTATION / **ESSENTIAL** SKILL CONTENT DC.CC.3. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / Range of Writing **ESSENTIAL SKILL STUDENT** 3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **ESSENTIAL** SKILL CONTENT DC.CC.3. Speaking and Listening Standards STANDARD / STRAND / DISCIPLINE STANDARD / Comprehension and Collaboration **ESSENTIAL SKILL** STUDENT 3.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) **EXPECT ATION** with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own / ESSENTIAL clearly. **SKILL 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. 3.SL.1.d. Explain their own ideas and understanding in light of the discussion. **EXPECTATION** CONTENT DC.CC.3. Speaking and Listening Standards STANDARD / STRAND / DISCIPLINE STANDARD / Comprehension and Collaboration **ESSENTIAL SKILL** STUDENT 3.SL.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and EXPECTATION / formats, including visually, quantitatively, and orally. **ESSENTIAL** SKILL

CONTENT STANDARD / STRAND / DISCIPLINE

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 I 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.Rl.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.Rl.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 I ESSENTIAL SKILL		Fluency
STUDENT EXPECT ATION / 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 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. EXPECTATION / **ESSENTIAL** SKILL CONTENT DC.CC.3. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / Range of Writing **ESSENTIAL SKILL STUDENT** 3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **ESSENTIAL** SKILL CONTENT DC.CC.3. Speaking and Listening Standards STANDARD / STRAND / DISCIPLINE STANDARD / Comprehension and Collaboration **ESSENTIAL SKILL** STUDENT 3.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) **EXPECT ATION** with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own / ESSENTIAL clearly. **SKILL 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. 3.SL.1.d. Explain their own ideas and understanding in light of the discussion. **EXPECTATION** CONTENT DC.CC.3. Speaking and Listening Standards STANDARD / STRAND / DISCIPLINE STANDARD / Comprehension and Collaboration **ESSENTIAL SKILL** STUDENT 3.SL.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and EXPECTATION / formats, including visually, quantitatively, and orally. **ESSENTIAL** SKILL

CONTENT STANDARD / STRAND / DISCIPLINE

ST ANDARD / 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. Reading Standards for Informational Text RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	3.Rl.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.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grad 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.Rl.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.Rl.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		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		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 I 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	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.

ESSENTIAL SKILL

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 I 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

CONTENT STANDARD / STRAND / **DISCIPLINE**

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

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	3.Rl.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. Reading Standards for Informational Text

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

EXPECTATION / **ESSENTIAL** SKILL

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. Reading Standards for Informational Text RI.

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. Reading Standards for Informational Text RI.

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

SKILL

DC.CC.3. Reading Standards: Foundational Skills

RF.

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	DC CC 2	Water and the state of the stat
STANDARD / STRAND / DISCIPLINE	W.	Writing Standards
STANDARD / STRAND /		Production and Distribution of Writing
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	W.	Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	3.W.4.	Production and Distribution of Writing 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.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	3.W.4. 3.W.5.	Production and Distribution of Writing 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.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as

SKILL

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

ESSENTIAL SKILL

CONTENT
STANDARD
STRAND /
DISCIPLINE

DC.CC.3. Language Standards L.

DISCIPLINE		
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
		Washington DC Academic Standards Language Arts Grade 3 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Washington DC Academic Standards Language Arts
STANDARD / STRAND /		Washington DC Academic Standards Language Arts Grade 3 - Adopted: 2010
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		Washington DC Academic Standards Language Arts Grade 3 - Adopted: 2010 Reading Standards for Informational Text
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	3.Rl.2.	Washington DC Academic Standards Language Arts Grade 3 - Adopted: 2010 Reading Standards for Informational Text Key Ideas and Details
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	3.Rl.2.	Washington DC Academic Standards Language Arts Grade 3 - Adopted: 2010 Reading Standards for Informational Text Key Ideas and Details Determine the main idea of a text; recount the key details and explain how they support the main idea.

ESSENTIAL SKILL

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

DISCIPLINE		
STANDARD I 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.Rl.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. Language Standards L.

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**

RI.

3.RI.2.

3.RI.4.

DC.CC.3. Reading Standards for Informational Text

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

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. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL	Craft and Structure

STUDENT EXPECTATION / **ESSENTIAL** SKILL

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

ESSENTIAL SKILL

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

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION /	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.Rl.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 I 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 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 I ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION I 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 I 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 I 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

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

of others.

CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD /	Comprehension and Collaboration
ESSENTIAL	·
SKILI	

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).

Language Arts

Grade 3 - Adopted: 2010

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

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

STUDENT
EXPECTATION /
ESSENTIAL
SKILL

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. Reading Standards for Informational Text

STANDARD / Integration of Knowledge and Ideas
ESSENTIAL
SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL

3.RI.7.

3.RI.8.

RI.

3.RI.10.

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 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. Reading Standards for Informational Text

ST AND ARD / Range of Reading and Level of Text Complexity
ESSENTIAL
SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL

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

SKILL

STUDENT

ESSENTIAL SKILL

EXPECTATION /

3.W.6.

well as to interact and collaborate with others.

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

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

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

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

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. Speaking and Listening Standards SL.

2.00		
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.

 ${\sf EXPECTATION} \qquad {\sf 3.SL.1.d.} \qquad {\sf Explain their own ideas and understanding in light of the discussion.}$

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

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

STANDARD / ESSENTIAL	Presentation of Knowledge and Ideas
SKILL	

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 I 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 I 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 Grade 3 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.3. RI.	Reading Standards for Informational Text

ST AND ARD / Key Ideas and Details
ESSENTIAL
SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	3.Rl.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.Rl.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.Rl.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 I 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 /	DC.CC.3. SL.	Speaking and Listening Standards

STRAND / DISCIPLINE

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 I 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 I ESSENTIAL SKILL		Vocabulary Acquisition and Use			

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and STUDENT 3.L.6. EXPECTATION / phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for **ESSENTIAL** them). SKILL Mayflower, Part 2 Washington DC Academic Standards Language Arts Grade 3 - Adopted: 2010 CONTENT DC.CC.3. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / **Text Types and Purposes ESSENTIAL SKILL STUDENT** 3.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **EXPECTATION** / ESSENTIAL SKILL **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 DC.CC.3. Writing Standards STANDARD / W. STRAND / DISCIPLINE **Production and Distribution of Writing** STANDARD / **ESSENTIAL SKILL** With guidance and support from adults, produce writing in which the development and organization are appropriate to STUDENT 3.W.4. EXPECTATION / task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **ESSENTIAL** SKILL STUDENT 3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, EXPECTATION / and editing. **ESSENTIAL** SKILL With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as **STUDENT** 3.W.6.

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

EXPECTATION /

ESSENTIAL SKILL

DISCIPLINE

STANDARD / Range of Writing
ESSENTIAL
SKILL

well as to interact and collaborate with others.

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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Grade 3 - Adopted: 2010

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

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION /	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

SKILL

DC.CC.3. Writing Standards

W.

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. Writing Standards W.

LINE

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

W.

DC.CC.3. Writing Standards

STANDARD / STRAND / DISCIPLINE

Range of Writing

STANDARD / ESSENTIAL SKILL

3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a STUDENT EXPECTATION / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **ESSENTIAL** SKILL CONTENT DC.CC.3. Speaking and Listening Standards STANDARD / STRAND / DISCIPLINE STANDARD / Comprehension and Collaboration **ESSENTIAL SKILL** STUDENT 3.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) **EXPECTATION** with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own / ESSENTIAL clearly. SKILL **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. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, **EXPECTATION** 3.SL.1.b. 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 DC.CC.3. Speaking and Listening Standards STANDARD / SL. STRAND / DISCIPLINE STANDARD / Presentation of Knowledge and Ideas **ESSENTIAL SKILL STUDENT** 3.SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, EXPECTATION / speaking clearly at an understandable pace. **ESSENTIAL** SKILL **STUDENT** 3.SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or EXPECTATION / clarification **ESSENTIAL** SKILL CONTENT DC.CC.3. Language Standards STANDARD / L. STRAND / DISCIPLINE STANDARD / Knowledge of Language **ESSENTIAL**

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

SKILL

STUDENT

EXPECTATION / ESSENTIAL SKILL

3.L.3.

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.)			

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

STUDENT

EXPECTATION /
ESSENTIAL
SKILL

3.W.5.

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 I ESSENTIAL SKILL	3.L.1.	emonstrate command of the conventions of standard English grammar and usage when writing or peaking.			
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 I 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. Language Standards L.				

STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION 3.L.3. Choose words and phrases for effect. My House, Part 1				
EXPECTATION / ESSENTIAL SKILL EXPECTATION 3.L.3.a. Choose words and phrases for effect.	ESSENTIAL		Knowledge of Language	
	EXPECTATION / ESSENTIAL		Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
My House, Part 1	EXPECTATION	3.L.3.a.	Choose words and phrases for effect.	
	My House, Part 1			

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CONTENT STANDARD / STRAND / DISCIPLINE

STANDARD /

ESSENTIAL SKILL

STUDENT

EXPECTATION / ESSENTIAL SKILL 3.RI.4.

DC.CC.3. Reading Standards for Informational Text

Craft and Structure

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

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

STANDARD / ESSENTIAL SKILL	Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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. Writing Standards W.

STANDARD /	Production and Distribution of Writin

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.

DC.CC.3. Writing Standards W.

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. Speaking and Listening Standards SL.

STANDARD /		Comprehension and Collaboration
ESSENTIAL SKILL		
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. Speaking and Listening Standards SL.

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. Language Standards L.

STANDARD / ESSENTIAL SKILL	Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	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. 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

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

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

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

EXPECTATION

DC.CC.3. Writing Standards W.

Provide a concluding statement or section.

3.W.2.d.

3.W.4.

STANDARD / ESSENTIAL SKILL	Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL

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 I 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 I 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.

DC.CC.3. 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

STANDARD /

ESSENTIAL SKILL

DC.CC.3. Reading Standards for Informational Text

Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL

3.RI.2.

3.RI.4.

RI.

3.RI.7.

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

STANDARD / ESSENTIAL SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3

Determine the main idea of a text; recount the key details and explain how they support the main idea.

topic or subject area.

Craft and Structure

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

STANDARD / ESSENTIAL

SKILL

Integration of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL 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 3.RI.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, EXPECTATION / cause/effect, first/second/third in a sequence). **ESSENTIAL** SKILL CONTENT DC.CC.3. Reading Standards for Informational Text STANDARD / RI. STRAND / **DISCIPLINE** STANDARD / Range of Reading and Level of Text Complexity **ESSENTIAL SKILL** STUDENT 3.RI.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and EXPECTATION / technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. **ESSENTIAL** SKILL CONTENT DC.CC.3. Reading Standards: Foundational Skills STANDARD / STRAND / **DISCIPLINE** STANDARD / **Phonics and Word Recognition ESSENTIAL SKILL STUDENT** 3.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. **EXPECT ATION** / ESSENTIAL SKILL **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 DC.CC.3. Reading Standards: Foundational Skills STANDARD / RF. STRAND / **DISCIPLINE** STANDARD / Fluency **ESSENTIAL** SKILL **STUDENT** 3.RF.4. Read with sufficient accuracy and fluency to support comprehension. **EXPECTATION** / ESSENTIAL SKILL **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 DC.CC.3. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / **Production and Distribution of Writing ESSENTIAL SKILL**

3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, STUDENT EXPECTATION / and editing. **ESSENTIAL** SKILL DC.CC.3. Speaking and Listening Standards CONTENT STANDARD / STRAND / **DISCIPLINE** STANDARD / Comprehension and Collaboration **ESSENTIAL SKILL** 3.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) STUDENT **EXPECTATION** with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own / ESSENTIAL clearly. SKILL **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 DC.CC.3. Speaking and Listening Standards STANDARD / STRAND / DISCIPLINE STANDARD / Comprehension and Collaboration **ESSENTIAL SKILL** STUDENT 3.SI.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. **EXPECTATION** / **ESSENTIAL** SKILL CONTENT DC.CC.3. Speaking and Listening Standards STANDARD / SL. STRAND / DISCIPLINE STANDARD / Presentation of Knowledge and Ideas **ESSENTIAL SKILL STUDENT** 3.SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, **EXPECTATION /** speaking clearly at an understandable pace. **ESSENTIAL** SKILL 3.SL.6. STUDENT Speak in complete sentences when appropriate to task and situation in order to provide requested detail or EXPECTATION / clarification **FSSFNTIAL**

SKILL

DC.CC.3. Language Standards L.

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

L.

DC.CC.3. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECT ATION / 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. 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. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and

EXPECTATION /
ESSENTIAL
SKILL

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).

Washington DC Academic Standards

Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.3. Reading Standards for Informational Text

RI.			

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

CONTENT STANDARD / STRAND / DISCIPLINE

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

3.RI.4.

3.RI.8.

ft and Structure

STUDENT EXPECTATION / **ESSENTIAL** SKILL

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. Reading Standards for Informational Text

STANDARD I ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION /	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).

ESSENTIAL SKILL

STUDENT EXPECTATION / **ESSENTIAL** SKILL

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. Reading Standards for Informational Text RI.

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

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.

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

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 / DC.CC.3. Reading Standards: Foundational Skills

STANDARD / Fluency
ESSENTIAL
SKILL

STUDENT STUDENT 3.RF.4. Read with sufficient accuracy and fluency to support comprehension.

I ESSENTIAL SKILL

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. Writing Standards W.

STANDARD / ESSENTIAL SKILL

Production and Distribution of Writing

STUDENT

3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

EXPECTATION / ESSENTIAL SKILL

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

and editing.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECT ATION / 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 I 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	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and

STANDARD / ESSENTIAL SKILL	Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	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 / L. STRAND / DISCIPLINE

DC.CC.3. 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	
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Washington DC Academic Standards Language Arts

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

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

EXPECTATION /
ESSENTIAL
SKILL

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

DISCIPLINE		
STANDARD I ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	3.Rl.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.Rl.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 I 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
ST ANDARD / 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 I 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.

DC.CC.3. Language Standards

STANDARD / ESSENTIAL SKILL	Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	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

L.

DC.CC.3. 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. 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. Language Standards

ST AND ARD / Vocabulary Acquisition and Use
ESSENTIAL
SKILL

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

W.

DC.CC.3. 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. Writing Standards

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

W.

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. Writing Standards

1	w.			

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. Language Standards L.

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

Roman Colosseum

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

STANDARD / ESSENTIAL	Key Ideas and Details
SKILL	

STUDENT EXPECTATION / ESSENTIAL SKILL	3.Rl.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.Rl.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.

DC.CC.3. Writing Standards W.

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 / DI

ESSENTIAL **SKILL**

DC.CC.3. Writing Standards

DISCIPLINE			
STANDARD /	Production and Distribution of Writing		

STUDENT
EXPECTATION /
ESSENTIAL
SKILL

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

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.

3.W.4.

3.W.5.

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.3. Writing Standards W.

STANDARD / ESSENTIAL SKILL	Range of Writing

STUDENT EXPECTATION / **ESSENTIAL** SKILL

3.W.10.

SL.

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. Speaking and Listening Standards

STANDARD /	Comprehension and Collaboration
ESSENTIAL	·

SKILL

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

Demonstrate command of the conventions of standard English capitalization, punctuation, and

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

spelling when writing.

CONTENT STANDARD / STRAND / DISCIPLINE

STUDENT EXPECTATION / ESSENTIAL

SKILL

3.L.2.

DC.CC.3. Language Standards L.

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 :

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

Grade 3 - Adopted: 2010

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

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	3.Rl.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	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.

EXPECTATION / ESSENTIAL SKILL

DC.CC.3. Speaking and Listening Standards SL.

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 detail 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 DC.CC.3. Language Standards STANDARD / L. STRAND / **DISCIPLINE** STANDARD / Vocabulary Acquisition and Use **ESSENTIAL SKILL STUDENT** 3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and EXPECTATION / phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for **ESSENTIAL** them). SKILL Rooster, Part 1 Washington DC Academic Standards Language Arts Grade 3 - Adopted: 2010 DC.CC.3. Reading Standards for Informational Text CONTENT STANDARD / STRAND / **DISCIPLINE** STANDARD / **Key Ideas and Details ESSENTIAL** SKILL STUDENT 3.RI.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the EXPECTATION / answers. **ESSENTIAL** SKILL STUDENT 3.RI.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. EXPECTATION / **ESSENTIAL** SKILL CONTENT DC.CC.3. Reading Standards for Informational Text STANDARD / RI. STRAND / DISCIPLINE STANDARD / **Craft and Structure ESSENTIAL SKILL** STUDENT 3.RI.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 EXPECTATION / topic or subject area. **ESSENTIAL** SKILL CONTENT DC.CC.3. Reading Standards for Informational Text STANDARD / STRAND / **DISCIPLINE** STANDARD / Integration of Knowledge and Ideas **ESSENTIAL SKILL**

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.Rl.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	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ESSENTIAL SKILL

DC.CC.3. Writing Standards W.

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. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECT ATION / 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. Speaking and Listening Standards SL.

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. Speaking and Listening Standards SL.

STANDARD / ESSENTIAL	Presentation of Knowledge and Ideas
SKILL	

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. Language Standards L.

ST ANDARD / 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. 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. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECT ATION / 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

ESSENTIAL SKILL

DC.CC.3. Writing Standards W.

STANDARD /	Production and	Distribution	of Writ

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

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 I 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 I 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.

L.

DC.CC.3. Language Standards

STANDARD / ESSENTIAL SKILL	Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	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. Reading Standards for Literature

RL.

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. Reading Standards for Literature RL.

STANDARD / ESSENTIAL SKILL	Craft and Structure	
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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 Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the 3.W.3.b. response of characters to situations. CONTENT DC.CC.3. Writing Standards STANDARD / W. STRAND / **DISCIPLINE** STANDARD / **Production and Distribution of Writing ESSENTIAL SKILL STUDENT** 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.) EXPECTATION / **ESSENTIAL** SKILL **STUDENT** 3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, EXPECTATION / and editing. **ESSENTIAL** SKILL CONTENT DC.CC.3. Writing Standards STANDARD / W. STRAND / DISCIPLINE STANDARD / Range of Writing **ESSENTIAL SKILL** STUDENT 3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **ESSENTIAL** SKILL CONTENT DC.CC.3. Speaking and Listening Standards STANDARD / SL. STRAND / DISCIPLINE STANDARD / Comprehension and Collaboration **ESSENTIAL SKILL** 3.SL.1. STUDENT Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) **EXPECTATION** with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own / ESSENTIAL clearly. **SKILL 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).

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

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

EXPECTATION

EXPECTATION

3.SL.1.c.

of others.

CONTENT
STANDARD
STRAND /
DISCIPLINE

DC.CC.3. Speaking and Listening Standards SL.

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	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 Use sentence-level context as a clue to the meaning of a word or phrase. 3.L.4.a. CONTENT DC.CC.3. Language Standards STANDARD / L. STRAND / **DISCIPLINE** STANDARD / Vocabulary Acquisition and Use **ESSENTIAL SKILL** STUDENT 3.L.5. Demonstrate understanding of word relationships and nuances in word meanings. **EXPECT ATION** / ESSENTIAL **SKILL EXPECTATION** 3.L.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). CONTENT DC.CC.3. Language Standards STANDARD / L. STRAND / DISCIPLINE STANDARD / Vocabulary Acquisition and Use **ESSENTIAL** SKILL STUDENT 3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and EXPECTATION / phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for **ESSENTIAL** SKILL The Fox and the Crow, Part 2 Washington DC Academic Standards Language Arts Grade 3 - Adopted: 2010 CONTENT DC.CC.3. Reading Standards for Literature STANDARD / RL. STRAND / **DISCIPLINE** STANDARD / **Key Ideas and Details ESSENTIAL SKILL** STUDENT 3.RL.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the EXPECTATION / answers. **ESSENTIAL** SKILL **STUDENT** 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. EXPECTATION / **ESSENTIAL** SKILL CONTENT DC.CC.3. Writing Standards

STANDARD / STRAND / DISCIPLINE

W.

STANDARD /	Text Types and Purposes	
ESSENTIAL		
SKILL		

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 /	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.

ESSENTIAL SKILL

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.

DC.CC.3. Reading Standards for Literature RL.

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	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

RL.

SKILL

DC.CC.3. 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 I 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		Reading Standards: Foundational Skills
STANDARD / STRAND / DISCIPLINE	RF.	
STRAND /	RF.	Fluency
STRAND / DISCIPLINE STANDARD / ESSENTIAL	3.RF.4.	Fluency Read with sufficient accuracy and fluency to support comprehension.
STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	3.RF.4.	
STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	3.RF.4. 3.RF.4.a.	Read with sufficient accuracy and fluency to support comprehension.
STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	3.RF.4.a. 3.RF.4.c.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	3.RF.4.a. 3.RF.4.c. DC.CC.3.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	3.RF.4.a. 3.RF.4.c. DC.CC.3.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	3.RF.4.a. 3.RF.4.c. DC.CC.3. W.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,

DC.CC.3. Writing Standards W.

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. Writing Standards W.

STANDARD /	Range of Writing
ESSENTIAL	· ·
SKILL	

3.W.10.

STUDENT EXPECTATION / ESSENTIAL SKILL 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. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECT ATION / 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

SL.

DC.CC.3. 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 ar 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 deta 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 /	DC.CC.3. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STANDARD / ESSENTIAL	3.L.4.	
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL		Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grac

DC.CC.3. Language Standards L.

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. Language Standards L.

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

STANDARD /

DC.CC.3. Reading Standards for Literature RL.

Key Ideas and Details

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

STANDARD / ESSENTIAL SKILL	Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	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	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.

ESSENTIAL SKILL

DC.CC.3. Speaking and Listening Standards SL.

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.

DC.CC.3. Language Standards L.

STANDARD / ESSENTIAL SKILL	Knowledge of Language
STUDENT EXPECT ATION / ESSENTIAL SKILL	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. 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. Reading Standards for Informational Text RI.

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

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

STUDENT EXPECTATION / ESSENTIAL SKILL

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

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

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

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.

EXPECTATION /
ESSENTIAL
SKILL

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

DC.CC.3. Writing Standards W.

DISCIPLINE		
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.

DC.CC.3. Language Standards L.

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	DC.CC.3.	Language Standards

CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.3. 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

STANDARD /

DC.CC.3. Language Standards L.

ESSENTIAL SKILL		
STUDENT EXPECTATION / ESSENTIAL	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).
SKILL		

Treasure Map, Part 1

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

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

Vocabulary Acquisition and Use

STANDARD / ESSENTIAL	Key Ideas and Details
SKILL	

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.	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.Rl.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 /	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. ^v 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

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

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.

DC.CC.3. Writing Standards

DC.CC.3.	vviitilig	Stanuart	ı
W.			

DISCIPLINE		
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 /		Range of Writing

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL	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

SKILL

DC.CC.3. Language Standards L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECT ATION / 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. Language Standards

STANDARD / ESSENTIAL	Conventions of Standard English
SKILL	

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.

William Penn, Part 1

Washington DC Academic Standards Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD / STRAND / **DISCIPLINE**

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

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

STUDENT EXPECTATION / **ESSENTIAL** SKILL

CONTENT STANDARD / STRAND / **DISCIPLINE**

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

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

STUDENT EXPECTATION / **ESSENTIAL** SKILL

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

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

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.Rl.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. Reading Standards for Informational Text RI.

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

SKILL

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

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

Production and Distribution of Writing

STANDARD /
ESSENTIAL
SKILL

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.

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

EXPECTATION

CONTENT
STANDARD
STRAND /
DISCIPLINE

DC.CC.3. Speaking and Listening Standards SL.

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

DC.CC.3. 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.

Provide a concluding statement or section.

CONTENT STANDARD / STRAND / **DISCIPLINE**

DC.CC.3. Writing Standards

W.

RF.

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**

ESSENTIAL SKILL

EXPECTATION

DC.CC.3. Writing Standards

W.

3.W.2.d.

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 /	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
ST ANDARD
STRAND /
DISCIPLINE

DC.CC.3. Writing Standards W.

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.

SKILL		
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. Language Standards L.

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

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

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).