

**Main Criteria:** Adventures in Writing  
**Secondary Criteria:** Delaware Standards and Instruction  
**Subject:** Language Arts  
**Grade:** 3

## Adventures in Writing

Benjamin Franklin's Lightning Rod

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 3 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC3RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC3RI7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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ENDURING UNDERSTANDING	CC3RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC3RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5) F.**

STRAND / INDICATOR		Fluency
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<b>ENDURING UNDERSTANDING</b>	<b>CC3RF4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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BENCHMARK CC3RF4 Read on-level text with purpose and understanding.  
a.

BENCHMARK CC3RF4 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
c.

**STANDARD / STRAND** **DE.CC3W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

BENCHMARK CC3W2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

BENCHMARK CC3W2b. Develop the topic with facts, definitions, and details.

**STANDARD / STRAND** **DE.CC3W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3W4.</b>	<b>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.)</b>

ENDURING UNDERSTANDING CC3W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ENDURING UNDERSTANDING CC3W6. 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.

**STANDARD / STRAND** **DE.CC3W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3W10</b>	<b>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.</b>

**STANDARD / STRAND** **DE.CC3S Speaking and Listening Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3SL1</b>	<b>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.</b>

BENCHMARK	CC3SL1a	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.
BENCHMARK	CC3SL1b	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).
BENCHMARK	CC3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
BENCHMARK	CC3SL1d	Explain their own ideas and understanding in light of the discussion.

**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING	CC3SL2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC3SL4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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ENDURING UNDERSTANDING	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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BENCHMARK	CC3L1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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BENCHMARK	CC3L1h.	Use coordinating and subordinating conjunctions.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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BENCHMARK	CC3L2a.	Capitalize appropriate words in titles.
BENCHMARK	CC3L2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
BENCHMARK	CC3L2f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK      CC3L3a.      Choose words and phrases for effect.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L4.</b>	<b>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.</b>

BENCHMARK      CC3L4a.      Use sentence-level context as a clue to the meaning of a word or phrase.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

BENCHMARK      CC3L5a.      Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L6.</b>	<b>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).</b>

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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC3RI7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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ENDURING UNDERSTANDING	CC3RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC3RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5) F.**

STRAND / INDICATOR		Phonics and Word Recognition
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ENDURING UNDERSTANDING	CC3RF3	Know and apply grade-level phonics and word analysis skills in decoding words.
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BENCHMARK	CC3RF3 a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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BENCHMARK	CC3RF3 b.	Decode words with common Latin suffixes.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5) F.**

STRAND / INDICATOR		Fluency
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<b>ENDURING UNDERSTANDING</b>	<b>CC3RF4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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BENCHMARK CC3RF4 Read on-level text with purpose and understanding.  
a.

BENCHMARK CC3RF4 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
c.

**STANDARD / STRAND** **DE.CC3W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

BENCHMARK CC3W2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

BENCHMARK CC3W2b. Develop the topic with facts, definitions, and details.

BENCHMARK CC3W2d. Provide a concluding statement or section.

**STANDARD / STRAND** **DE.CC3W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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ENDURING UNDERSTANDING CC3W4. 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.)

ENDURING UNDERSTANDING CC3W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ENDURING UNDERSTANDING CC3W6. 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.

**STANDARD / STRAND** **DE.CC3W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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ENDURING UNDERSTANDING CC3W10. 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.

**STANDARD / STRAND** **DE.CC3S Speaking and Listening Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3SL1</b>	<b>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.</b>
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BENCHMARK	CC3SL1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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BENCHMARK	CC3SL1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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BENCHMARK	CC3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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BENCHMARK	CC3SL1d	Explain their own ideas and understanding in light of the discussion.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING	CC3SL2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC3SL4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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ENDURING UNDERSTANDING	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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BENCHMARK	CC3L1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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BENCHMARK	CC3L1d.	Form and use regular and irregular verbs.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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BENCHMARK CC3L2a. Capitalize appropriate words in titles.

BENCHMARK CC3L2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

BENCHMARK CC3L2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STANDARD / STRAND DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK CC3L3a. Choose words and phrases for effect.

**STANDARD / STRAND DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L4.</b>	<b>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.</b>

BENCHMARK CC3L4a. Use sentence-level context as a clue to the meaning of a word or phrase.

BENCHMARK CC3L4b. 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).

**STANDARD / STRAND DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

BENCHMARK CC3L5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STANDARD / STRAND DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L6.</b>	<b>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).</b>



Delaware Standards and Instruction

Language Arts

Grade 3 - Adopted: 2010

**STANDARD / STRAND** DE.CC3R Reading Standards for Informational Text K-5  
I.

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING  
CC3RI2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STANDARD / STRAND** DE.CC3R Reading Standards for Informational Text K-5  
I.

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING  
CC3RI4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**STANDARD / STRAND** DE.CC3R Reading Standards for Informational Text K-5  
I.

STRAND / INDICATOR		Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING  
CC3RI7. 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).

ENDURING UNDERSTANDING  
CC3RI8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**STANDARD / STRAND** DE.CC3R Reading Standards for Informational Text K-5  
I.

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING  
CC3RI10. 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.

**STANDARD / STRAND** DE.CC3R Reading Standards: Foundational Skills (K-5)  
F.

STRAND / INDICATOR		Phonics and Word Recognition
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ENDURING UNDERSTANDING	CC3RF3	Know and apply grade-level phonics and word analysis skills in decoding words.
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BENCHMARK  
CC3RF3 a. Identify and know the meaning of the most common prefixes and derivational suffixes.

BENCHMARK  
CC3RF3 b. Decode words with common Latin suffixes.

**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5)**  
**F.**

STRAND / INDICATOR		Fluency
<b>ENDURING UNDERSTANDING</b>	<b>CC3RF4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

BENCHMARK      CC3RF4      Read on-level text with purpose and understanding.  
a.

BENCHMARK      CC3RF4      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
c.

**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**  
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STRAND / INDICATOR		Text Types and Purposes
<b>ENDURING UNDERSTANDING</b>	<b>CC3W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

BENCHMARK      CC3W2a.      Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

BENCHMARK      CC3W2b.      Develop the topic with facts, definitions, and details.

BENCHMARK      CC3W2d.      Provide a concluding statement or section.

**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**  
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STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING      CC3W4.      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.)

ENDURING UNDERSTANDING      CC3W5.      With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ENDURING UNDERSTANDING      CC3W6.      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.

**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**  
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STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING      CC3W10      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.

**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

STRAND / INDICATOR		Comprehension and Collaboration
<b>ENDURING UNDERSTANDING</b>	<b>CC3SL1</b>	<b>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.</b>
BENCHMARK	CC3SL1a	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.
BENCHMARK	CC3SL1b	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).
BENCHMARK	CC3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
BENCHMARK	CC3SL1d	Explain their own ideas and understanding in light of the discussion.

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ENDURING UNDERSTANDING	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
<b>ENDURING UNDERSTANDING</b>	<b>CC3L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
BENCHMARK	CC3L1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
BENCHMARK	CC3L1d.	Form and use regular and irregular verbs.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

BENCHMARK      CC3L2a.      Capitalize appropriate words in titles.

BENCHMARK      CC3L2e.      Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

BENCHMARK      CC3L2f.      Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

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<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK      CC3L3a.      Choose words and phrases for effect.

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<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

BENCHMARK      CC3L5a.      Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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ENDURING UNDERSTANDING	CC3L6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Hannibal's War
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**Delaware Standards and Instruction**

**Language Arts**

Grade 3 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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ENDURING UNDERSTANDING	CC3RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC3RI7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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ENDURING UNDERSTANDING	CC3RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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ENDURING UNDERSTANDING	CC3RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5) F.**

<b>STRAND / INDICATOR</b>		<b>Fluency</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3RF4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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BENCHMARK CC3RF4 Read on-level text with purpose and understanding.  
a.

BENCHMARK CC3RF4 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
c.

**STANDARD / STRAND** **DE.CC3W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

BENCHMARK CC3W2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

BENCHMARK CC3W2b. Develop the topic with facts, definitions, and details.

**STANDARD / STRAND** **DE.CC3W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC3W4.	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.)
ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC3W6.	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.

**STANDARD / STRAND** **DE.CC3W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC3W10	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.

**STANDARD / STRAND** **DE.CC3S Speaking and Listening Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3SL1</b>	<b>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.</b>

BENCHMARK	CC3SL1a	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.
BENCHMARK	CC3SL1b	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).
BENCHMARK	CC3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
BENCHMARK	CC3SL1d	Explain their own ideas and understanding in light of the discussion.

**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING	CC3SL2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC3SL4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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ENDURING UNDERSTANDING	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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BENCHMARK	CC3L1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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BENCHMARK	CC3L2a.	Capitalize appropriate words in titles.
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BENCHMARK	CC3L2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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BENCHMARK	CC3L2f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK	CC3L3a.	Choose words and phrases for effect.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L4.</b>	<b>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.</b>

BENCHMARK	CC3L4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

BENCHMARK	CC3L5a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L6.</b>	<b>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).</b>

John Muir

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 3 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>STANDARD / STRAND</b>	<b>DE.CC3R Reading Standards for Informational Text K-5 I.</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
ENDURING UNDERSTANDING	CC3RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>STANDARD / STRAND</b>	<b>DE.CC3R Reading Standards for Informational Text K-5 I.</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC3RI7.	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).
ENDURING UNDERSTANDING	CC3RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<b>STANDARD / STRAND</b>	<b>DE.CC3R Reading Standards for Informational Text K-5 I.</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
ENDURING UNDERSTANDING	CC3RI10	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.
<b>STANDARD / STRAND</b>	<b>DE.CC3R Reading Standards: Foundational Skills (K-5) F.</b>	
<b>STRAND / INDICATOR</b>		<b>Fluency</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3RF4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
BENCHMARK	CC3RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC3RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STANDARD / STRAND</b>	<b>DE.CC3W Writing Standards K-5</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>

<b>ENDURING UNDERSTANDING</b>	<b>CC3W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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BENCHMARK CC3W2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

BENCHMARK CC3W2b. Develop the topic with facts, definitions, and details.

BENCHMARK CC3W2d. Provide a concluding statement or section.

**STANDARD / STRAND** **DE.CC3W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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ENDURING UNDERSTANDING CC3W4. 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.)

ENDURING UNDERSTANDING CC3W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ENDURING UNDERSTANDING CC3W6. 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.

**STANDARD / STRAND** **DE.CC3W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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ENDURING UNDERSTANDING CC3W10. 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.

**STANDARD / STRAND** **DE.CC3S Speaking and Listening Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3SL1</b>	<b>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.</b>
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BENCHMARK CC3SL1a. 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.

BENCHMARK CC3SL1b. 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).

BENCHMARK CC3SL1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

BENCHMARK CC3SL1d. Explain their own ideas and understanding in light of the discussion.

**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC3SL2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC3SL4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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ENDURING UNDERSTANDING	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC3L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC3L1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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BENCHMARK	CC3L1d.	Form and use regular and irregular verbs.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC3L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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BENCHMARK	CC3L2a.	Capitalize appropriate words in titles.
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BENCHMARK	CC3L2b.	Use commas in addresses.
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BENCHMARK	CC3L2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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BENCHMARK	CC3L2f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK      CC3L3a. Choose words and phrases for effect.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L4.</b>	<b>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.</b>

BENCHMARK      CC3L4a. Use sentence-level context as a clue to the meaning of a word or phrase.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

BENCHMARK      CC3L5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L6.</b>	<b>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).</b>

Leif Eriksson

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 3 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING      CC3RI2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING  
CC3RI4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING  
CC3RI7. 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).

ENDURING UNDERSTANDING  
CC3RI8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING  
CC3RI10. 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.

**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5) F.**

STRAND / INDICATOR		Fluency
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ENDURING UNDERSTANDING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.
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BENCHMARK  
CC3RF4 a. Read on-level text with purpose and understanding.

BENCHMARK  
CC3RF4 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC3W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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BENCHMARK  
CC3W2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

BENCHMARK  
CC3W2b. Develop the topic with facts, definitions, and details.

BENCHMARK	CC3W2d.	Provide a concluding statement or section.
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**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC3W4.	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.)
ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC3W6.	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.

**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC3W10	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.

**STANDARD / STRAND**     **DE.CC3S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC3SL1	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.
BENCHMARK	CC3SL1a	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.
BENCHMARK	CC3SL1b	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).
BENCHMARK	CC3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
BENCHMARK	CC3SL1d	Explain their own ideas and understanding in light of the discussion.

**STANDARD / STRAND**     **DE.CC3S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC3SL2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>	<b>Presentation of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC3SL4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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ENDURING UNDERSTANDING	CC3SL6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>	<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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BENCHMARK	CC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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BENCHMARK	CC3L1d. Form and use regular and irregular verbs.
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BENCHMARK	CC3L1f. Ensure subject-verb and pronoun-antecedent agreement.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>	<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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BENCHMARK	CC3L2a. Capitalize appropriate words in titles.
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BENCHMARK	CC3L2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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BENCHMARK	CC3L2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>	<b>Knowledge of Language</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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BENCHMARK CC3L3a. Choose words and phrases for effect.

**STANDARD / STRAND** **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L4.</b>	<b>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.</b>

BENCHMARK CC3L4a. Use sentence-level context as a clue to the meaning of a word or phrase.

**STANDARD / STRAND** **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

BENCHMARK CC3L5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STANDARD / STRAND** **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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ENDURING UNDERSTANDING CC3L6. 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).

Magnets

**Delaware Standards and Instruction**

**Language Arts**

Grade 3 - Adopted: 2010

**STANDARD / STRAND** **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING CC3RI2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STANDARD / STRAND** **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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ENDURING UNDERSTANDING	CC3RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC3RI7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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ENDURING UNDERSTANDING	CC3RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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ENDURING UNDERSTANDING	CC3RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5) F.**

<b>STRAND / INDICATOR</b>		<b>Fluency</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3RF4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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BENCHMARK	CC3RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC3RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5 .**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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BENCHMARK	CC3W2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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BENCHMARK	CC3W2b.	Develop the topic with facts, definitions, and details.
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BENCHMARK	CC3W2d.	Provide a concluding statement or section.
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**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC3W4.	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.)
ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC3W6.	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.

**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC3W10	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.

**STANDARD / STRAND**     **DE.CC3S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC3SL1	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.
BENCHMARK	CC3SL1a	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.
BENCHMARK	CC3SL1b	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).
BENCHMARK	CC3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
BENCHMARK	CC3SL1d	Explain their own ideas and understanding in light of the discussion.

**STANDARD / STRAND**     **DE.CC3S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC3SL2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC3SL4.	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.
ENDURING UNDERSTANDING	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
BENCHMARK	CC3L1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
BENCHMARK	CC3L1d.	Form and use regular and irregular verbs.
BENCHMARK	CC3L1f.	Ensure subject-verb and pronoun-antecedent agreement.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
BENCHMARK	CC3L2a.	Capitalize appropriate words in titles.
BENCHMARK	CC3L2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
BENCHMARK	CC3L2f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC3L3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
BENCHMARK	CC3L3a.	Choose words and phrases for effect.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L4.</b>	<b>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.</b>

BENCHMARK      CC3L4a. Use sentence-level context as a clue to the meaning of a word or phrase.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

BENCHMARK      CC3L5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L6.</b>	<b>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).</b>

Mayflower, Part 1

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 3 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3RI2.</b>	<b>Determine the main idea of a text; recount the key details and explain how they support the main idea.</b>

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3RI4.</b>	<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b>

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC3RI7.	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).
ENDURING UNDERSTANDING	CC3RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
ENDURING UNDERSTANDING	CC3RI9.	Compare and contrast the most important points and key details presented in two texts on the same topic.

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC3RI10	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.

**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5) F.**

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC3RF4	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
BENCHMARK	CC3RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC3RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5 .**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC3W4.	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.)
ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5 .**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC3W8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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**STANDARD / STRAND** DE.CC3W Writing Standards K-5

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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ENDURING UNDERSTANDING	CC3W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND** DE.CC3S Speaking and Listening Standards K-5

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3SL1</b>	<b>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.</b>
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BENCHMARK	CC3SL1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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BENCHMARK	CC3SL1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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BENCHMARK	CC3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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BENCHMARK	CC3SL1d	Explain their own ideas and understanding in light of the discussion.
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**STANDARD / STRAND** DE.CC3S Speaking and Listening Standards K-5

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING	CC3SL2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND** DE.CC3S Speaking and Listening Standards K-5

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC3SL4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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ENDURING UNDERSTANDING	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

BENCHMARK      CC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK      CC3L3a. Choose words and phrases for effect.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L4.</b>	<b>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.</b>

BENCHMARK      CC3L4a. Use sentence-level context as a clue to the meaning of a word or phrase.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

BENCHMARK      CC3L5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L6.</b>	<b>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).</b>

**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC3W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

BENCHMARK     CC3W2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

BENCHMARK     CC3W2b. Develop the topic with facts, definitions, and details.

BENCHMARK     CC3W2d. Provide a concluding statement or section.

**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING     CC3W4. 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.)

ENDURING UNDERSTANDING     CC3W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ENDURING UNDERSTANDING     CC3W6. 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.

**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING     CC3W10 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.

**STANDARD / STRAND**     **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK     CC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

BENCHMARK     CC3L1d. Form and use regular and irregular verbs.



BENCHMARK	CC3L1f.	Ensure subject-verb and pronoun-antecedent agreement.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

BENCHMARK	CC3L2a.	Capitalize appropriate words in titles.
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BENCHMARK	CC3L2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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BENCHMARK	CC3L2f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK	CC3L3a.	Choose words and phrases for effect.
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My Friend, Part 1

**Delaware Standards and Instruction  
Language Arts  
Grade 3 - Adopted: 2010**

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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ENDURING UNDERSTANDING	CC3RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**  
**.**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

BENCHMARK	CC3W2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**  
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STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC3W4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC3W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**     **DE.CC3S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC3SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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BENCHMARK	CC3SL1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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BENCHMARK	CC3SL1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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BENCHMARK	CC3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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BENCHMARK	CC3SL1d	Explain their own ideas and understanding in light of the discussion.
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**STANDARD / STRAND**     **DE.CC3S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC3SL4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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ENDURING UNDERSTANDING	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STANDARD / STRAND**     **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK CC3L3a. Choose words and phrases for effect.

**STANDARD / STRAND**     **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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ENDURING UNDERSTANDING CC3L6. 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

**Delaware Standards and Instruction**  
**Language Arts**  
Grade 3 - Adopted: 2010

**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

BENCHMARK CC3W2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

BENCHMARK CC3W2b. Develop the topic with facts, definitions, and details.

BENCHMARK CC3W2d. Provide a concluding statement or section.

**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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ENDURING UNDERSTANDING CC3W4. 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.)

ENDURING UNDERSTANDING CC3W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ENDURING UNDERSTANDING CC3W6. 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.

**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING . CC3W10 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.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK CC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

BENCHMARK CC3L1d. Form and use regular and irregular verbs.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK CC3L2a. Capitalize appropriate words in titles.

BENCHMARK CC3L2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

BENCHMARK CC3L2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC3L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK CC3L3a. Choose words and phrases for effect.

My House, Part 1

Delaware Standards and Instruction  
Language Arts  
Grade 3 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC3RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC3W2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

BENCHMARK	CC3W2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC3W4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC3W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**     **DE.CC3S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC3SL1	<b>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.</b>

BENCHMARK	CC3SL1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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BENCHMARK	CC3SL1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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BENCHMARK	CC3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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BENCHMARK CC3SL1d Explain their own ideas and understanding in light of the discussion.

**STANDARD / STRAND** DE.CC3S Speaking and Listening Standards K-5

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING CC3SL4. 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.

ENDURING UNDERSTANDING CC3SL6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STANDARD / STRAND** DE.CC3L. Language Standards K-5

STRAND / INDICATOR		Knowledge of Language
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ENDURING UNDERSTANDING	CC3L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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BENCHMARK CC3L3a. Choose words and phrases for effect.

**STANDARD / STRAND** DE.CC3L. Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING CC3L6. 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

**Delaware Standards and Instruction**

**Language Arts**

Grade 3 - Adopted: 2010

**STANDARD / STRAND** DE.CC3W Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC3W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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BENCHMARK CC3W2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

BENCHMARK CC3W2b. Develop the topic with facts, definitions, and details.

BENCHMARK CC3W2d. Provide a concluding statement or section.

**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC3W4.	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.)
ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC3W6.	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.

**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC3W10	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.

**STANDARD / STRAND**     **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
BENCHMARK	CC3L1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
BENCHMARK	CC3L1d.	Form and use regular and irregular verbs.

**STANDARD / STRAND**     **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
BENCHMARK	CC3L2a.	Capitalize appropriate words in titles.
BENCHMARK	CC3L2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
BENCHMARK	CC3L2f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK      CC3L3a. Choose words and phrases for effect.

Nile River, Yangtze River

**Delaware Standards and Instruction  
Language Arts  
Grade 3 - Adopted: 2010**

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING      CC3RI2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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ENDURING UNDERSTANDING      CC3RI4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING      CC3RI7. 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).

ENDURING UNDERSTANDING      CC3RI8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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ENDURING UNDERSTANDING      CC3RI10. 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.



**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5)**  
**F.**

STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERSTANDING	CC3RF3	Know and apply grade-level phonics and word analysis skills in decoding words.

BENCHMARK      CC3RF3      Identify and know the meaning of the most common prefixes and derivational suffixes.  
a.

BENCHMARK      CC3RF3      Decode words with common Latin suffixes.  
b.

**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5)**  
**F.**

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.

BENCHMARK      CC3RF4      Read on-level text with purpose and understanding.  
a.

BENCHMARK      CC3RF4      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
c.

**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**  
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STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING      CC3W5.      With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5**  
**L.**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC3SL1	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.

BENCHMARK      CC3SL1a      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.

BENCHMARK      CC3SL1b      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).

BENCHMARK      CC3SL1c      Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

BENCHMARK	CC3SL1d	Explain their own ideas and understanding in light of the discussion.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING	CC3SL2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC3SL4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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ENDURING UNDERSTANDING	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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BENCHMARK	CC3L2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L4.</b>	<b>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.</b>
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BENCHMARK	CC3L4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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BENCHMARK	CC3L4b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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BENCHMARK CC3L5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STANDARD / STRAND** DE.CC3L. Language Standards K-5

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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ENDURING UNDERSTANDING CC3L6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Orchestra and Conductor

**Delaware Standards and Instruction  
Language Arts  
Grade 3 - Adopted: 2010**

**STANDARD / STRAND** DE.CC3R Reading Standards for Informational Text K-5 I.

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING CC3RI2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STANDARD / STRAND** DE.CC3R Reading Standards for Informational Text K-5 I.

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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ENDURING UNDERSTANDING CC3RI4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**STANDARD / STRAND** DE.CC3R Reading Standards for Informational Text K-5 I.

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING CC3RI7. 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).

ENDURING UNDERSTANDING CC3RI8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**STANDARD / STRAND** DE.CC3R Reading Standards for Informational Text K-5 I.

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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ENDURING UNDERSTANDING	CC3RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5)**  
**F.**

STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERSTANDING	CC3RF3	Know and apply grade-level phonics and word analysis skills in decoding words.

BENCHMARK	CC3RF3 a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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BENCHMARK	CC3RF3 b.	Decode words with common Latin suffixes.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5)**  
**F.**

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.

BENCHMARK	CC3RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC3RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**  
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STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5**  
**L.**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC3SL1	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.

BENCHMARK	CC3SL1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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BENCHMARK	CC3SL1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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BENCHMARK	CC3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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BENCHMARK	CC3SL1d	Explain their own ideas and understanding in light of the discussion.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING	CC3SL2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC3SL4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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ENDURING UNDERSTANDING	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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BENCHMARK	CC3L2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L4.</b>	<b>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.</b>
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BENCHMARK	CC3L4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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BENCHMARK	CC3L4b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

BENCHMARK CC3L5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STANDARD / STRAND** **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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ENDURING UNDERSTANDING CC3L6. 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

**Delaware Standards and Instruction**  
**Language Arts**  
Grade 3 - Adopted: 2010

**STANDARD / STRAND** **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING CC3RI2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STANDARD / STRAND** **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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ENDURING UNDERSTANDING CC3RI4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**STANDARD / STRAND** **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING CC3RI7. 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).

ENDURING UNDERSTANDING CC3RI8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

ENDURING UNDERSTANDING CC3RI9. Compare and contrast the most important points and key details presented in two texts on the same topic.

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
I.

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC3RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5)**  
F.

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.

BENCHMARK	CC3RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC3RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**  
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STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC3W4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**  
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STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC3W8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**  
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STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC3W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

STRAND / INDICATOR		Comprehension and Collaboration
<b>ENDURING UNDERSTANDING</b>	<b>CC3SL1</b>	<b>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.</b>
BENCHMARK	CC3SL1a	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.
BENCHMARK	CC3SL1b	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).
BENCHMARK	CC3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
BENCHMARK	CC3SL1d	Explain their own ideas and understanding in light of the discussion.

**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC3SL2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC3SL4.	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.
ENDURING UNDERSTANDING	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
<b>ENDURING UNDERSTANDING</b>	<b>CC3L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
BENCHMARK	CC3L1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
BENCHMARK	CC3L1d.	Form and use regular and irregular verbs.



**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC3L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK      CC3L3a. Choose words and phrases for effect.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC3L4.	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.

BENCHMARK      CC3L4a. Use sentence-level context as a clue to the meaning of a word or phrase.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC3L5.	Demonstrate understanding of word relationships and nuances in word meanings.

BENCHMARK      CC3L5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC3L6.	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

**Delaware Standards and Instruction**  
**Language Arts**  
Grade 3 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC3W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

BENCHMARK      CC3W2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

BENCHMARK      CC3W2b. Develop the topic with facts, definitions, and details.

BENCHMARK CC3W2d. Provide a concluding statement or section.

**STANDARD / STRAND** DE.CC3W Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC3W4.	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.)
ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC3W6.	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.

**STANDARD / STRAND** DE.CC3W Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC3W10	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.

**STANDARD / STRAND** DE.CC3L. Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC3L1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
BENCHMARK	CC3L1d.	Form and use regular and irregular verbs.

**STANDARD / STRAND** DE.CC3L. Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC3L2a.	Capitalize appropriate words in titles.
BENCHMARK	CC3L2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

BENCHMARK	CC3L2f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK	CC3L3a.	Choose words and phrases for effect.
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Roman Colosseum

**Delaware Standards and Instruction  
Language Arts  
Grade 3 - Adopted: 2010**

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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ENDURING UNDERSTANDING	CC3RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC3RI7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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ENDURING UNDERSTANDING	CC3RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5)**  
**F.**

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.

BENCHMARK	CC3RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC3RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**  
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STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC3W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

BENCHMARK	CC3W2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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BENCHMARK	CC3W2b.	Develop the topic with facts, definitions, and details.
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**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**  
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STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC3W4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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ENDURING UNDERSTANDING	CC3W6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**  
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STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC3W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5**  
**L.**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC3SL1	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.

BENCHMARK CC3SL1a 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.

BENCHMARK CC3SL1b 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).

BENCHMARK CC3SL1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

BENCHMARK CC3SL1d Explain their own ideas and understanding in light of the discussion.

**STANDARD / STRAND** DE.CC3S Speaking and Listening Standards K-5 L.

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING CC3SL2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND** DE.CC3S Speaking and Listening Standards K-5 L.

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING CC3SL6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STANDARD / STRAND** DE.CC3L. Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC3L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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BENCHMARK CC3L2a. Capitalize appropriate words in titles.

**STANDARD / STRAND** DE.CC3L. Language Standards K-5

STRAND / INDICATOR		Knowledge of Language
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ENDURING UNDERSTANDING	CC3L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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BENCHMARK CC3L3a. Choose words and phrases for effect.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L4.</b>	<b>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.</b>

BENCHMARK      CC3L4a. Use sentence-level context as a clue to the meaning of a word or phrase.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

BENCHMARK      CC3L5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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ENDURING UNDERSTANDING      CC3L6. 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

**Delaware Standards and Instruction  
Language Arts  
Grade 3 - Adopted: 2010**

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING      CC3RI2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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ENDURING UNDERSTANDING      CC3RI4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC3RI7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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ENDURING UNDERSTANDING	CC3RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC3RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5) F.**

STRAND / INDICATOR		Fluency
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ENDURING UNDERSTANDING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.
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BENCHMARK	CC3RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC3RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC3SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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BENCHMARK	CC3SL1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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BENCHMARK	CC3SL1b	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).
BENCHMARK	CC3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
BENCHMARK	CC3SL1d	Explain their own ideas and understanding in light of the discussion.

**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING	CC3SL2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC3SL4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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ENDURING UNDERSTANDING	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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BENCHMARK	CC3L1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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BENCHMARK	CC3L1d.	Form and use regular and irregular verbs.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L4.</b>	<b>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.</b>
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BENCHMARK	CC3L4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

BENCHMARK      CC3L5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L6.</b>	<b>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).</b>

Rooster, Part 1

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 3 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3RI1.</b>	<b>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3RI2.</b>	<b>Determine the main idea of a text; recount the key details and explain how they support the main idea.</b>

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3RI4.</b>	<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b>

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3RI7.</b>	<b>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).</b>

ENDURING UNDERSTANDING	CC3RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STANDARD / STRAND** DE.CC3R Reading Standards for Informational Text K-5 I.

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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ENDURING UNDERSTANDING	CC3RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STANDARD / STRAND** DE.CC3R Reading Standards: Foundational Skills (K-5) F.

<b>STRAND / INDICATOR</b>		<b>Fluency</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3RF4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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BENCHMARK	CC3RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC3RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / STRAND** DE.CC3W Writing Standards K-5

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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ENDURING UNDERSTANDING	CC3W4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STANDARD / STRAND** DE.CC3W Writing Standards K-5

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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ENDURING UNDERSTANDING	CC3W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND** DE.CC3S Speaking and Listening Standards K-5 L.

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3SL1</b>	<b>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.</b>
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BENCHMARK CC3SL1a 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.

BENCHMARK CC3SL1b 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).

BENCHMARK CC3SL1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

BENCHMARK CC3SL1d Explain their own ideas and understanding in light of the discussion.

**STANDARD / STRAND** DE.CC3S Speaking and Listening Standards K-5 L.

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING CC3SL2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND** DE.CC3S Speaking and Listening Standards K-5 L.

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING CC3SL4. 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.

ENDURING UNDERSTANDING CC3SL6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STANDARD / STRAND** DE.CC3L. Language Standards K-5

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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BENCHMARK CC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

BENCHMARK CC3L1d. Form and use regular and irregular verbs.

**STANDARD / STRAND** DE.CC3L. Language Standards K-5

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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BENCHMARK CC3L3a. Choose words and phrases for effect.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L4.</b>	<b>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.</b>

BENCHMARK CC3L4a. Use sentence-level context as a clue to the meaning of a word or phrase.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

BENCHMARK CC3L5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L6.</b>	<b>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).</b>

Rooster, Part 2

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 3 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

BENCHMARK CC3W2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

BENCHMARK CC3W2b. Develop the topic with facts, definitions, and details.

BENCHMARK CC3W2d. Provide a concluding statement or section.

**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC3W4.	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.)
ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC3W6.	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.

**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC3W10	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.

**STANDARD / STRAND**     **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
BENCHMARK	CC3L1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
BENCHMARK	CC3L1d.	Form and use regular and irregular verbs.

**STANDARD / STRAND**     **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
BENCHMARK	CC3L2a.	Capitalize appropriate words in titles.
BENCHMARK	CC3L2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
BENCHMARK	CC3L2f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC3L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK      CC3L3a. Choose words and phrases for effect.

The Fox and the Crow, Part 1

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 3 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Literature K-5**

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC3RL1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ENDURING UNDERSTANDING	CC3RL2.	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.
ENDURING UNDERSTANDING	CC3RL3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Literature K-5**

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC3RL4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
ENDURING UNDERSTANDING	CC3RL6.	Distinguish their own point of view from that of the narrator or those of the characters.

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Literature K-5**

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC3RL7.	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).

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Literature K-5 L.**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC3RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5) F.**

STRAND / INDICATOR		Fluency
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ENDURING UNDERSTANDING	CC3RF4 .	Read with sufficient accuracy and fluency to support comprehension.
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BENCHMARK	CC3RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC3RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5 .**

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC3W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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BENCHMARK	CC3W3a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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BENCHMARK	CC3W3b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5 .**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC3W4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5 .**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC3W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5**  
L.

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC3SL1	<b>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.</b>

BENCHMARK	CC3SL1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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BENCHMARK	CC3SL1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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BENCHMARK	CC3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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BENCHMARK	CC3SL1d	Explain their own ideas and understanding in light of the discussion.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5**  
L.

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC3SL2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5**  
L.

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC3SL4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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ENDURING UNDERSTANDING	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>



BENCHMARK	CC3L1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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BENCHMARK	CC3L1d.	Form and use regular and irregular verbs.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L4.</b>	<b>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.</b>

BENCHMARK	CC3L4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

BENCHMARK	CC3L5a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L6.</b>	<b>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).</b>

The Fox and the Crow, Part 2

**Delaware Standards and Instruction**  
**Language Arts**  
Grade 3 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Literature K-5**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3RL1.</b>	<b>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3RL2.</b>	<b>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.</b>

**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC3W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

BENCHMARK CC3W3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

BENCHMARK CC3W3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**STANDARD / STRAND** DE.CC3W Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING CC3W4. 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.)

ENDURING UNDERSTANDING CC3W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ENDURING UNDERSTANDING CC3W6. 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.

**STANDARD / STRAND** DE.CC3W Writing Standards K-5

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING CC3W10. 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.

**STANDARD / STRAND** DE.CC3S Speaking and Listening Standards K-5

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING CC3SL4. 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.

ENDURING UNDERSTANDING CC3SL6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STANDARD / STRAND** DE.CC3L. Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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BENCHMARK CC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

BENCHMARK CC3L2a. Capitalize appropriate words in titles.

BENCHMARK CC3L2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

BENCHMARK CC3L2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK CC3L3a. Choose words and phrases for effect.

The Theft of Thor's Hammer, Part 1

**Delaware Standards and Instruction  
Language Arts  
Grade 3 - Adopted: 2010**

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Literature K-5**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING CC3RL1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ENDURING UNDERSTANDING CC3RL2. 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.

ENDURING UNDERSTANDING CC3RL3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Literature K-5 L.**

STRAND / INDICATOR	Craft and Structure
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ENDURING UNDERSTANDING	CC3RL4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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ENDURING UNDERSTANDING	CC3RL6.	Distinguish their own point of view from that of the narrator or those of the characters.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Literature K-5 L.**

STRAND / INDICATOR	Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC3RL7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Literature K-5 L.**

STRAND / INDICATOR	Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC3RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5) F.**

STRAND / INDICATOR	Phonics and Word Recognition
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ENDURING UNDERSTANDING	CC3RF3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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BENCHMARK	CC3RF3 a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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BENCHMARK	CC3RF3 b.	Decode words with common Latin suffixes.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5) F.**

STRAND / INDICATOR	Fluency
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ENDURING UNDERSTANDING	CC3RF4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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BENCHMARK	CC3RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC3RF4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	c.	

**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
<b>ENDURING UNDERSTANDING</b>	<b>CC3W3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

BENCHMARK	CC3W3a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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BENCHMARK	CC3W3b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC3W4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC3W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**     **DE.CC3S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
<b>ENDURING UNDERSTANDING</b>	<b>CC3SL1</b>	<b>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.</b>

BENCHMARK	CC3SL1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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BENCHMARK	CC3SL1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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BENCHMARK	CC3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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BENCHMARK	CC3SL1d	Explain their own ideas and understanding in light of the discussion.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING	CC3SL2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC3SL4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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ENDURING UNDERSTANDING	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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BENCHMARK	CC3L2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L4.</b>	<b>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.</b>
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BENCHMARK	CC3L4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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BENCHMARK	CC3L4b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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BENCHMARK CC3L5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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ENDURING UNDERSTANDING CC3L6. 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

**Delaware Standards and Instruction**  
**Language Arts**  
Grade 3 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Literature K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING CC3RL1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ENDURING UNDERSTANDING CC3RL2. 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.

**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5) F.**

<b>STRAND / INDICATOR</b>		<b>Phonics and Word Recognition</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3RF3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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BENCHMARK CC3RF3 a. Identify and know the meaning of the most common prefixes and derivational suffixes.

BENCHMARK CC3RF3 b. Decode words with common Latin suffixes.

**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3W3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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BENCHMARK	CC3W3a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC3W3b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC3W4.	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.)
ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC3W6.	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.

**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC3W10	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.

**STANDARD / STRAND**     **DE.CC3S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC3SL4.	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.
ENDURING UNDERSTANDING	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STANDARD / STRAND**     **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK	CC3L1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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BENCHMARK	CC3L1d.	Form and use regular and irregular verbs.
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BENCHMARK	CC3L1f.	Ensure subject-verb and pronoun-antecedent agreement.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC3L2a.	Capitalize appropriate words in titles.
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BENCHMARK	CC3L2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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BENCHMARK	CC3L2f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC3L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC3L3a.	Choose words and phrases for effect.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC3L4.	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.

BENCHMARK	CC3L4b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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Tornadoes

**Delaware Standards and Instruction**  
**Language Arts**  
Grade 3 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING      CC3RI4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING      CC3RI7. 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).

ENDURING UNDERSTANDING      CC3RI8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING      CC3RI10. 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.

**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5) F.**

STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERSTANDING	CC3RF3	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

BENCHMARK      CC3RF3 a. Identify and know the meaning of the most common prefixes and derivational suffixes.

BENCHMARK      CC3RF3 b. Decode words with common Latin suffixes.

**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5) F.**

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC3RF4	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

BENCHMARK      CC3RF4 a. Read on-level text with purpose and understanding.

BENCHMARK	CC3RF4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. c.
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**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC3W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

BENCHMARK	CC3W2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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BENCHMARK	CC3W2b.	Develop the topic with facts, definitions, and details.
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**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC3W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

BENCHMARK	CC3W3b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC3W4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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ENDURING UNDERSTANDING	CC3W6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC3W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**     **DE.CC3S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC3SL1	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.

BENCHMARK	CC3SL1a	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.
BENCHMARK	CC3SL1b	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).
BENCHMARK	CC3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
BENCHMARK	CC3SL1d	Explain their own ideas and understanding in light of the discussion.

**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC3SL2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC3SL4.	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.
ENDURING UNDERSTANDING	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC3L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC3L1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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BENCHMARK CC3L2a. Capitalize appropriate words in titles.

BENCHMARK CC3L2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

BENCHMARK CC3L2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STANDARD / STRAND DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK CC3L3a. Choose words and phrases for effect.

**STANDARD / STRAND DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L4.</b>	<b>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.</b>

BENCHMARK CC3L4a. Use sentence-level context as a clue to the meaning of a word or phrase.

BENCHMARK CC3L4b. 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).

**STANDARD / STRAND DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

BENCHMARK CC3L5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STANDARD / STRAND DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L6.</b>	<b>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).</b>

**Delaware Standards and Instruction**

**Language Arts**

Grade 3 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING	CC3RI1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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ENDURING UNDERSTANDING	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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ENDURING UNDERSTANDING	CC3RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC3RI7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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ENDURING UNDERSTANDING	CC3RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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ENDURING UNDERSTANDING	CC3RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5) F.**

<b>STRAND / INDICATOR</b>		<b>Fluency</b>
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ENDURING UNDERSTANDING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.
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BENCHMARK	CC3RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC3RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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ENDURING UNDERSTANDING	CC3W4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STANDARD / STRAND**     **DE.CC3W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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ENDURING UNDERSTANDING	CC3W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**     **DE.CC3S Speaking and Listening Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3SL1</b>	<b>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.</b>
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BENCHMARK	CC3SL1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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BENCHMARK	CC3SL1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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BENCHMARK	CC3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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BENCHMARK	CC3SL1d	Explain their own ideas and understanding in light of the discussion.
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**STANDARD / STRAND**     **DE.CC3S Speaking and Listening Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING	CC3SL2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **DE.CC3S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>	<b>Presentation of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC3SL4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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ENDURING UNDERSTANDING	CC3SL6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>	<b>Knowledge of Language</b>
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ENDURING UNDERSTANDING	CC3L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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BENCHMARK	CC3L3a. Choose words and phrases for effect.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>
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ENDURING UNDERSTANDING	CC3L4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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BENCHMARK	CC3L4a. Use sentence-level context as a clue to the meaning of a word or phrase.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>
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ENDURING UNDERSTANDING	CC3L5. Demonstrate understanding of word relationships and nuances in word meanings.
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BENCHMARK	CC3L5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>
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ENDURING UNDERSTANDING	CC3L6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Treasure Map, Part 2

**Delaware Standards and Instruction**  
**Language Arts**  
Grade 3 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC3W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

BENCHMARK      CC3W2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

BENCHMARK      CC3W2b. Develop the topic with facts, definitions, and details.

BENCHMARK      CC3W2d. Provide a concluding statement or section.

**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING      CC3W4. 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.)

ENDURING UNDERSTANDING      CC3W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ENDURING UNDERSTANDING      CC3W6. 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.

**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING      CC3W10 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.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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BENCHMARK CC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

BENCHMARK CC3L1d. Form and use regular and irregular verbs.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

BENCHMARK CC3L2a. Capitalize appropriate words in titles.

BENCHMARK CC3L2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

BENCHMARK CC3L2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK CC3L3a. Choose words and phrases for effect.

William Penn, Part 1

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 3 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING CC3RI2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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ENDURING UNDERSTANDING	CC3RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC3RI7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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ENDURING UNDERSTANDING	CC3RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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ENDURING UNDERSTANDING	CC3RI9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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ENDURING UNDERSTANDING	CC3RI10 .	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5) F.**

<b>STRAND / INDICATOR</b>		<b>Fluency</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3RF4 .</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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BENCHMARK	CC3RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC3RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5 .**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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ENDURING UNDERSTANDING	CC3W4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STANDARD / STRAND** DE.CC3W Writing Standards K-5

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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ENDURING UNDERSTANDING	CC3W8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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**STANDARD / STRAND** DE.CC3W Writing Standards K-5

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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ENDURING UNDERSTANDING	CC3W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND** DE.CC3S Speaking and Listening Standards K-5

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3SL1</b>	<b>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.</b>
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BENCHMARK	CC3SL1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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BENCHMARK	CC3SL1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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BENCHMARK	CC3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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BENCHMARK	CC3SL1d	Explain their own ideas and understanding in light of the discussion.
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**STANDARD / STRAND** DE.CC3S Speaking and Listening Standards K-5

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING	CC3SL2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND** DE.CC3S Speaking and Listening Standards K-5

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC3SL4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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ENDURING UNDERSTANDING	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK	CC3L1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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BENCHMARK	CC3L1d.	Form and use regular and irregular verbs.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC3L2a.	Capitalize appropriate words in titles.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC3L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC3L3a.	Choose words and phrases for effect.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC3L4.	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.

BENCHMARK	CC3L4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

BENCHMARK CC3L5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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ENDURING UNDERSTANDING CC3L6. 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

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 3 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC3R Reading Standards: Foundational Skills (K-5)**  
**F.**

<b>STRAND / INDICATOR</b>		<b>Phonics and Word Recognition</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3RF3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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BENCHMARK CC3RF3 a. Identify and know the meaning of the most common prefixes and derivational suffixes.

BENCHMARK CC3RF3 b. Decode words with common Latin suffixes.

**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**  
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<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC3W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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BENCHMARK CC3W2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

BENCHMARK CC3W2b. Develop the topic with facts, definitions, and details.

BENCHMARK CC3W2d. Provide a concluding statement or section.

**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**  
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<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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ENDURING UNDERSTANDING	CC3W4.	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.)
ENDURING UNDERSTANDING	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDING	CC3W6.	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.

**STANDARD / STRAND**      **DE.CC3W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC3W10	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.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK	CC3L1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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BENCHMARK	CC3L1d.	Form and use regular and irregular verbs.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC3L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC3L2a.	Capitalize appropriate words in titles.
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BENCHMARK	CC3L2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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BENCHMARK	CC3L2f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
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<b>ENDURING UNDERSTANDING</b>	<b>CC3L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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BENCHMARK CC3L3a. Choose words and phrases for effect.

**STANDARD / STRAND**      **DE.CC3L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC3L4.</b>	<b>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.</b>

BENCHMARK CC3L4b. 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).