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

		Grade 3 - Adopted: 2010
ST ANDARD / ST RAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ST ANDARD / ST RAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
CTRAND /		Denne of Deading and Louis of Text Complexity

STRAND / INDICATOR	Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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 F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency

ENDURING UNDERSTAND ING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.
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
ENDURING UNDERSTAND ING	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.
STANDARD / STRAND	DE.CC3W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG		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 UNDERSTANDI NG	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG		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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC3S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
ST ANDARD / ST RAND	DE.CC3L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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	CC3L1h.	Use coordinating and subordinating conjunctions.
ST ANDARD / ST RAND	DE.CC3L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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.

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

BENCHMARK CC3L3a. Choose words and phrases for effect.

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

STRAND / INDICATOR	Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERST AND ING	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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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).

Dolphins

Delaware Standards and Instruction

Language Arts

Grade 3 - Adopted: 2010

STRAND /
INDICATOR

ENDURING	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
UNDERSTANDI		
NG		

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

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 / DE.CC3R Reading Standards for Informational Text K-5 STRAND I.

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

ST ANDARD / ST RAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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.

ST ANDARD /
ST RANDDE.CC3R Reading Standards: Foundational Skills (K-5)F.

STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERSTAND ING	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.
BENCHMARK	CC3RF3 b.	Decode words with common Latin suffixes.
STANDARD / STRAND	DE.CC3R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency

ENDURING UNDERSTAND ING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.	
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	
ENDURING UNDERSTAND ING	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.	
ST ANDARD / ST RAND	DE.CC3W	Writing Standards K-5	
STRAND / INDICATOR		Production and Distribution of Writing	
ENDURING UNDERSTANDI NG	CC3W4.	Vith guidance and support from adults, produce writing in which the development and organization are appropriate to ask and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
ENDURING UNDERSTANDI NG	CC3W5.	<i>l</i> ith guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, nd editing.	
ENDURING UNDERSTANDI NG	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.	
ST ANDARD / ST RAND	DE.CC3W	Writing Standards K-5	
STRAND / INDICATOR		Range of Writing	
ENDURING UNDERSTANDI NG	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 L.	Speaking and Listening Standards K-5	
STRAND / INDICATOR		Comprehension and Collaboration	

ENDURING UNDERSTAND ING	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	a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		
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.		
ST ANDARD / ST RAND	DE.CC3S L.	Speaking and Listening Standards K-5		
STRAND / INDICATOR		Comprehension and Collaboration		
ENDURING UNDERSTANDI NG	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.		
ST ANDARD / ST RAND	DE.CC3S L.	Speaking and Listening Standards K-5		
STRAND / INDICATOR		Presentation of Knowledge and Ideas		
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
ST ANDARD / ST RAND	DE.CC3L.	Language Standards K-5		
STRAND / INDICATOR		Conventions of Standard English		
ENDURING UNDERSTAND ING	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.		
ST ANDARD / ST RAND	DE.CC3L.	Language Standards K-5		
STRAND / INDICATOR		Conventions of Standard English		

ENDURING UNDERSTAND ING	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.

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

BENCHMARK CC3L3a. Choose words and phrases for effect.

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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.
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 /	DE.CC3L.	Language	Standards	K-5
STRAND				

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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).
- STANDARD / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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).

Delaware Standards and Instruction

Language Arts

Grade 3 - Adopted: 2010

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

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

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

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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
ENDURING UNDERSTANDI NG	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	CC3RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison,

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

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

STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERSTAND ING	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.
BENCHMARK	CC3RF3	Decode words with common Latin suffixes.

STANDARD / STRAND

I DE.CC3R Reading Standards: Foundational Skills (K-5) F.

STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.
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 /	DE.CC3W Writing Standards	K-5
STRAND		

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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 / DE.CC3W Writing Standards K-5 STRAND .

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

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

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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 / DE.CC3S Speaking and Listening Standards K-5 STRAND L.

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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	
ENDURING UNDERSTANDI NG	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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.

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

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

BENCHMARK CC3L3a. Choose words and phrases for effect.

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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.
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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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).

ST ANDARD / ST RAND	DE.CC3L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING	CC3L6.
UNDERSTANDI	
NG	

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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Delaware Standards and Instruction

Language Arts

Grade 3 - Adopted: 2010

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STANDARD / STRAND	DE.CC3R I.	Reading Standards for Informational Text K-5
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STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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 F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency

ENDURING UNDERSTAND ING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.
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.
ST ANDARD / ST RAND	DE.CC3W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC3W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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ST ANDARD / ST RAND	DE.CC3W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC3S L.	Speaking and Listening Standards K-5
STRAND /		Comprehension and Collaboration

ENDURING UNDERSTAND ING	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTAND ING	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.
STANDARD / STRAND	DE.CC3L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST AND ING	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 / DE.CC3L. Language Standards K-5 STRAND

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

BENCHMARK CC3L3a. Choose words and phrases for effect.

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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).

ST ANDARD / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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).

John Muir

Delaware Standards and Instruction

Language Arts

Text K-5

Grade 3 - Adopted: 2010

STANDARD / STRAND	DE.CC3R I.	Reading Standards for Informational
STRAND /		Key Ideas and Details

INDICATOR

ENDURING	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
UNDERSTANDI		
NG		

ST ANDARD / ST RAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

ST ANDARD / ST RAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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.

ST ANDARD / ST RAND

STRAND / INDICATOR Ε.

DE.CC3R Reading Standards: Foundational Skills (K-5)

Text Types and Purposes

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

ENDURING UNDERSTAND ING	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 UNDERSTANDI NG	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 UNDERSTANDI NG	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDI NG	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		
STRAND / INDICATOR		Range of Writing
STRAND /	CC3W10	Range of Writing 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.
STRAND / INDICATOR ENDURING UNDERSTANDI		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ST RAND / INDICAT OR ENDURING UNDERSTANDI NG ST ANDARD /	DE.CC3S	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.
ST RAND / INDICATOR ENDURING UNDERSTANDI NG ST ANDARD / ST RAND /	DE.CC3S	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. Speaking and Listening Standards K-5
ST RAND / INDICATORENDURING UNDERSTANDI NGST ANDARD / ST RAND / INDICATORENDURING UNDERSTAND	DE.CC3S L. CC3SL1	 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. Speaking and Listening Standards K-5 Comprehension and Collaboration 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
ST RAND / INDICATORENDURING UNDERSTANDI NGST ANDARD / ST RAND / INDICATORENDURING UNDERST AND ING	DE.CC3S L. CC3SL1	 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. Speaking and Listening Standards K-5 Comprehension and Collaboration 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
ST RAND / INDICAT ORENDURING UNDERSTANDI NGST ANDARD / ST RAND / INDICAT ORENDURING UNDERST AND INGBENCHMARK	DE.CC3S L. CC3SL1 CC3SL1a	 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. Speaking and Listening Standards K-5 Comprehension and Collaboration 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,

STANDARD / STRAND	DE.CC3S Speaking and Listening Standards K-5 L.		
STRAND / INDICATOR		Comprehension and Collaboration	
	002512	Determine the main ideas and supporting details of a text read aloud or information presented in diverse modia and	

ENDURINGCC3SL2.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.NGVIDERSTANDI

ST ANDARD / ST RAND	DE.CC3S L.	Speaking and Listening Standards K-5	
STRAND / INDICATOR		Presentation of Knowledge and Ideas	
ENDURING UNDERSTANDI NG	JNDERSTANDI speaking clearly at an understandable pace.		
ENDURING UNDERSTANDI NG	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 UNDERSTAND ING	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		Form and use regular and irregular verbs.	
	CC3L1d.	Form and use regular and irregular verbs.	
STANDARD / STRAND		Form and use regular and irregular verbs.	
STRAND		Language Standards K-5	
STRAND / INDICATOR ENDURING UNDERSTAND	DE.CC3L.	Language Standards K-5 Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and	
STRAND STRAND / INDICATOR ENDURING UNDERSTAND ING	DE.CC3L.	Language Standards K-5 Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles.	

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

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

BENCHMARK CC3L3a. Choose words and phrases for effect.

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

STRAND / INDICATOR	Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERST AND ING	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 / DE.CC3L. Language Standards K-5 STRAND

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STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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).

Leif Eriksson

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

		Grade 3 - Adopted. 2010
STANDARD / STRAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD /	DE.CC3R	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 / DE.CC3R Reading Standards for Informational Text K-5 STRAND I.

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI	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 / DE.CC3R Reading Standards for Informational Text K-5 STRAND I.

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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 /	DE.CC3R	Reading	Standards:	Foundational	Skills	(K-5)
STRAND	F.					

STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.
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 / DE.CC3W Writing Standards K-5
STRAND .
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STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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.

ST ANDARD / DE.CC3W Writing Standards K-5 ST RAND .

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

ST ANDARD / DE.CC3W Writing Standards K-5 ST RAND .

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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 / DE.CC3S Speaking and Listening Standards K-5 STRAND L.

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC3S : L.	Speaking and Listening Standards K-5

ENDURING	CC3SL2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and
UNDERSTANDI		formats, including visually, quantitatively, and orally.
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STANDARD / STRAND	DE.CC3S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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STANDARD / DE.CC3L. Language Standards K-5

STRAND

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC3L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language

ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

UNDERSTAND 3 reading and content, choosing flexibly from a range of strategies.	STRAND / INDICATOR	Vocabulary Acquisition and Use
		Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

INDICATOR

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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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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	
ENDURING UNDERSTANDI NG	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	
ST ANDARD / ST RAND	DE.CC3R I.	Reading Standards for Informational Text K-5	
STRAND /		Craft and Structure	

ENDURING	CC3RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
UNDERSTANDI		topic or subject area.
NG		

STANDARD / STRAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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 /	DE.CC3R	Reading	Standards:	Foundational	Skills (K-5)
STRAND	F.				

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

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DE.CC3W Writing Standards K-5 STANDARD /

ST	RAN	D

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STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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.

ST ANDARD / DE.CC3W Writing Standards K-5 ST RAND .

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

ST ANDARD /
ST RANDDE.CC3S Speaking and Listening Standards K-5L.

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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 L.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI	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.

ENDURINGCC3SL6.Speak in complete sentences when appropriate to task and situation in order to provide requested detail orUNDERSTANDIclarification.NG

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

NG

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

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

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STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 UNDERSTAND ING	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).
ST ANDARD / ST RAND	DE.CC3L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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).
		Mayflower, Part 1
		Delaware Standards and Instruction
		Language Arts
		Grade 3 - Adopted: 2010
STANDARD / STRAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
FNDURING	CC3RI2	Determine the main idea of a text: recount the key details and explain how they support the main idea.

ENDURING CC3RI2. Determine the main idea of a text; recount the key details and explain how they support the main idea. UNDERSTANDI

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

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 /	DE.CC3R Reading Standards for Informational Text K-5
STRAND	l.

Strawn NCCATTOR CCBRC Read on level text with purpose and underetanding.			
UNDERSTAND understanding of the text (e.g., where, when, why, and how key events accur). ShDURING CG3Rb Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, usas/effect, first/second/ind in a sequence). ENDURING CG3Rb Compare and contrast the most important points and key details presented in two texts on the same topic. STANDARD / UNDERSTAND CC3Rb Compare and contrast the most important points and key details presented in two texts on the same topic. STANDARD / INDURATOR CC3Rb Range of Reading and Level of Text Complexity ENDURING CC3Rb By the end of the year, read and comparise 2-3 text complexity band independently and prodeiently. STANDARD / INDURATOR FL Fluency STANDARD / INDURATOR Fluency STANDARD / INDURATOR CG3RF4 Read on-level text with purpose and understanding. STANDARD / INDURATOR CG3RF4 Read on-level text with purpose and understanding. STANDARD / INDURATOR CC3RF4 Read on-level text with purpose and understanding. STANDARD / INDURATOR CC3RF4 Read on-level text with purpose and understanding. STANDARD / INDURATOR CC3RF4 Lee context to contim or self-correct word recognition and understanding. STANDARD / INDURATOR CC3	STRAND / INDICATOR		Integration of Knowledge and Ideas
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UNDERSTANDI NG DE.CS3RED L. Standards for Informational Text K-5 STRAND L. Rage of Reading and Level of Text Complexity SINDIGNG C.SRED By the end of the year, read and complexed informational texts, including history/social studies, science, and up/DEGSTAND, NO STRANDO/INFORMAND C.SRED By the end of the year, read and complexed informational texts, including history/social studies, science, and up/DEGSTAND, NO STRANDO/INFORMAND DE.CC3RED By the end of the year, read and complexed informational texts, including history/social studies, science, and up/DEGSTAND, NO STRANDO/INFORMAND DE.CC3RED Reading Standards: Foundational Skills (K-5) STRANDO/INFORMAND C.SRED Read with sufficient accuracy and fluency to support comprehension. STRANDO/INFORMAND C.SRED Read on-level text with purpose and understanding. BENCHMARK C.SRED Vectories to confern or self-correct word recognition and understanding, rereading as necessary. STRANDO/INFORMAND DE.CC3WE Win guidance and support from adults, produce writing in which the development and organization are appropriate the writing types are defined in standards 1-3 above.) STRANDO/INFORMAND C.SUMDARINAND Win guidance and support from adults, develop and stengthen writing as necessary. STRANDO/INFORMAND C.SUMDARINAND Win gui	UNDERSTANDI	CC3RI8.	
STRAND I. STEAND/INCLOS Complexity STEAND/INCLOS Complexity ENDURING Complexity INDERSTAND/NG CCSRED By the end of the year, read and comprehend informational texts, including history/social studies, science, and bechnical texts, at the high end of the grades 2-3 text complexity band independently and proteinently. STANDARD/INCL DE.CC3R Reading Standards: Foundational Skills (K-S) STEAND / INDERSTAND CC3RF4 Read with sufficient accuracy and fluency to support comprehension. ENDURING UNDERSTAND CC3RF4 Read on-level text with purpose and understanding. BENCHMARK CC3RF4 Les context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD/I DE.CC3WE Veduction and Distribution of Writing BENCHMARK C3WF Production and Distribution of Writing BENCHMARK C3WF Veduction and Distribution of Writing BENCHMARK CC3RF4 We guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectators for writing types are defined in standards 1-3 above.) and editing. STAND/INCRATIONIC DE.C3WE With guidance and support from peers and adults, develop and strengthen writing as needed by planning, r	UNDERSTANDI	CC3RI9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
INDICATOR C33812 Pythe 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 / NG DE.CC3RR Reading Standards: Foundational Skills (K-5) STANDARD / STAND F. Fluency INDICATOR C3RF4 Read with sufficient accuracy and fluency to support comprehension. INDORTOR C3RF4 Read on-level text with purpose and understanding. 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. STANDARD / STAND DE.CC3WF4 Vith 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.) NG C3WF3 With guidance and support from peers and adults, develop and strengthen writing as neceed by planning, revising, and eding. ENDURING NG C3WF4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and eding. STANDARD / NG DE.C3WF With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and eding. STANDARD / N			Reading Standards for Informational Text K-5
UNDERSTAND / NG DE.CC3R Reading Standards: Foundational Skills (K-5) STRAND / STRAND / F. Fluency ENDURING ING CC3RF4 Read with sufficient accuracy and fluency to support comprehension. ENDURING ING CC3RF4 Read on-level text with purpose and understanding. a. BENCHMARK C.C3RF4 CC3RF4 Read on-level text with purpose and understanding. c. STRAND / INDERSTAND DE.CC3W-Writing Standards K-5 STRAND / INDERSTAND / NG DE.CC3W-Writing Standards K-5 STRAND / INDERSTAND / NG CC3RF4 With guidance and support from adults, produce writing in which the development and organization are appropriate to usk and purpose. (Grade-specific expectators for writing types are defined in standards 1-3 above.) NG STRAND / NG CC3W4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. STRAND / NG DE.CC3W-Writing Standards K-5 ENDURING NG CC3W4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. STRAND / NG DE.CC3W-Writing Standards K-5 STRAND / NG DE.CC3W-Writing Standards K-5 STRAND / NG DE.CC3W-Writing Standards K-5			Range of Reading and Level of Text Complexity
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UNDERSTANDI and editing. NG ST AND ARD / ST AND ARD / DE.CC3W Writing Standards K-5 ST RAND / Research to Build and Present Knowledge	UNDERSTAND ING BENCHMARK BENCHMARK STANDARD / STRAND /	CC3RF4 a. CC3RF4 c.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards K-5
STRAND . STRAND / Research to Build and Present Knowledge	UNDERSTAND ING BENCHMARK BENCHMARK STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDI	CC3RF4 a. CC3RF4 c. DE.CC3W	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards K-5 Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to
	UNDERSTAND ING BENCHMARK BENCHMARK STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI	CC3RF4 a. CC3RF4 c. DE.CC3W	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards K-5 Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
	UNDERSTAND ING BENCHMARK BENCHMARK STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD /	CC3RF4 a. CC3RF4 c. DE.CC3W CC3W4.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards K-5 Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ENDURING UNDERSTANDI NG	CC3W8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
STANDARD / STRAND	DE.CC3W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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.

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

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

BENCHMARK CC3L3a. Choose words and phrases for effect.

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

STRAND / INDICATOR	•	Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING		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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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).

ST ANDARD / DE.CC3L. Language Standards K-5 STRAND

INDICATOR		Vocabulary Acquisition and Ose
ENDURING C UNDERSTANDI NG	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).

Mayflower, Part 2

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

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC3W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC3W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTAND ING	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.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

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

BENCHMARK CC3L3a. Choose words and phrases for effect.

My Friend, Part 1

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

STANDARD / STRAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 / DE.CC3W Writing Standards K-5 STRAND .

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERST AND ING	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.

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

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

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STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC3S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING	CC3SL4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details,

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

speaking clearly at an understandable pace.

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

BENCHMARK CC3L3a. Choose words and phrases for effect.

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC3W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC3W	Writing Standards K-5

STRAND / Range of Writing INDICATOR

ENDURING CC3W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a UNDERSTANDI single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. . NG

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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.
ST ANDARD /	DE.CC3L.	Language Standards K-5

STRAND

DE.CC3L. Language Standards K-5

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

My House, Part 1

Delaware Standards and Instruction Language Arts

Grade 3 - Adopted: 2010

STANDARD /	D
STRAND	1.

DE.CC3R Reading Standards for Informational Text K-5

STRAND / INDICATOR

ENDURING UNDERSTANDI NG	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.CC3W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC3W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ST ANDARD / ST RAND	DE.CC3W	Writing Standards K-5
	DE.CC3W	Writing Standards K-5 Range of Writing
STRAND		-
STRAND / INDICATOR ENDURING UNDERSTANDI	CC3W10	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ST RAND / INDICAT OR ENDURING UNDERSTANDI NG ST ANDARD /	CC3W10 DE.CC3S	Range of Writing 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.
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND /	CC3W10 DE.CC3S	Range of Writing 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. Speaking and Listening Standards K-5
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND / INDICATOR ENDURING UNDERSTAND	CC3W10 DE.CC3S L. CC3SL1	Range of Writing 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. Speaking and Listening Standards K-5 Comprehension and Collaboration 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
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND / INDICATOR ENDURING UNDERSTAND ING	CC3W10 DE.CC3S L.	Range of Writing 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. Speaking and Listening Standards K-5 Comprehension and Collaboration 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and

BENCHMARK CC3SL1d Explain their own ideas and understanding in light of the discu	cussion.
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STANDARD / STRAND	DE.CC3S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NG

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

BENCHMARK CC3L3a. Choose words and phrases for effect.

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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

ST ANDARD / ST RAND	DE.CC3W Writing Standards K-5		
STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERSTAND ING	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.	

ST ANDARD / DE.CC3W Writing Standards K-5 ST RAND .

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 /	DE.CC3L.	Language	Standards K	(-5
STRAND				

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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.

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC3L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC3L3a.	Choose words and phrases for effect.
		Nile River, Yangtze River
		Delaware Standards and Instruction
		Language Art s Grade 3 - Adopted: 2010
STANDARD / STRAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / STRAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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.

ST ANDARD /
ST RANDDE.CC3R Reading Standards: Foundational Skills (K-5)F.

STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERSTAND ING	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.
BENCHMARK	CC3RF3 b.	Decode words with common Latin suffixes.
STANDARD / STRAND	DE.CC3R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.
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 UNDERSTANDI NG	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC3S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC3S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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

ST ANDARD / DE.CC3L. Language Standards K-5 ST RAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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.
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
		Manager and the second states of the second states

STRAND /	Vocabulary Acquisition and Use	
INDICATOR		

ENDURING UNDERSTAND ING	CC3L5.	Demonstrate understanding of word relationships and nuances in word meanings.
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CC3L5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). BENCHMARK

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

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

ENDURING	CC3RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
UNDERSTANDI		topic or subject area.
NG		

STANDARD / STRAND	DE.CC3R Reading Standards for Informational Text K-5 I.		
STRAND / INDICATOR		Integration of Knowledge and Ideas	
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
ST ANDARD / ST RAND	DE.CC3R I.	Reading Standards for Informational Text K-5	
STRAND /		Range of Reading and Level of Text Complexity	

INDICATOR

ENDURING	CC3RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and
UNDERSTANDI		technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
NG		

STANDARD / STRAND	DE.CC3R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERSTAND ING	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.
BENCHMARK	CC3RF3 b.	Decode words with common Latin suffixes.
STANDARD / STRAND	DE.CC3R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.
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 UNDERSTANDI NG	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	DE.CC3S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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

ST ANDARD / DE.CC3L. Language Standards K-5 ST RAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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.
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).

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 UNDERSTANDI NG	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
ST AND ADD /		Deading Standards for Informational Toxt K E
STANDARD / STRAND	I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ST ANDARD / ST RAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	CC3RI9.	Compare and contrast the most important points and key details presented in two texts on the same topic.

STANDARD / STRAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC3R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK		Read on-level text with numbers and understanding

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.
	с.	

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

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

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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 / DE.CC3S Speaking and Listening Standards K-5 STRAND L.

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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	
ENDURING UNDERSTANDI NG	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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

STRAND /
INDICATORConventions of Standard EnglishENDURING
UNDERSTAND
INGCC3L1.Demonstrate command of the conventions of standard English grammar and usage when writing or
speaking.BENCHMARKCC3L1a.Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular
sentences.

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

BENCHMARK CC3L3a. Choose words and phrases for effect.

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

STRAND / INDICATOR	Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERST AND ING	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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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

ST ANDARD / ST RAND	DE.CC3W Writing Standards K-5	
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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 CC3W2d. Provide a concluding statement or section.

ST ANDARD / DE.CC3W Writing Standards K-5 ST RAND .

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

ST ANDARD / DE.CC3W Writing Standards K-5 STRAND .

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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 / DE.CC3L. Language Standards K-5

STRAND

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 UNDERST AND ING	CC3L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC3L3a.	Choose words and phrases for effect.
		Roman Colosseum
		Delaware Standards and Instruction Language Arts
		Grade 3 - Adopted: 2010
STANDARD / STRAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / STRAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING	CC3RI7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate

- UNDERSTANDI understanding of the text (e.g., where, when, why, and how key events occur).
- NG

 ST ANDARD / ST RAND / INDICAT OR
 DE.CC3R Reading Standards for Informational Text K-5

 ST RAND / INDICAT OR
 Range of Reading and Level of Text Complexity

 ENDURING UNDERSTANDI NG
 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 UNDERSTAND ING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.
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.
ST ANDARD / ST RAND	DE.CC3W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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.
STANDARD / STRAND	DE.CC3W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 /	DE.CC3S	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC3S	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG		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.
ST ANDARD / ST RAND	DE.CC3S	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTAND ING	CC3L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC3L2a.	Capitalize appropriate words in titles.
ST ANDARD / ST RAND	DE.CC3L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC3L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC2 22	Choose words and phrases for effect

ENDURING UNDERSTAND INGCC3L4.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.	STRAND / INDICATOR		Vocabulary Acquisition and Use
	UNDERST AND	CC3L4.	

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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

ST ANDARD / ST RAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ST ANDARD / ST RAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
ST ANDARD / ST RAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity

ENDURINGCC3RI10By the end of the year, read and comprehend informational texts, including history/social studies, science, andUNDERSTANDI.technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.NG..

DE.CC3R Reading Standards: Foundational Skills (K-5)

STANDARD /

F.

STRAND

STRAND /
INDICAT ORFluencyENDURING
UNDERSTAND
INGCC3RF4Read with sufficient accuracy and fluency to support comprehension.BENCHMARKCC3RF4
a.Read on-level text with purpose and understanding.BENCHMARKCC3RF4
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 UNDERSTANDI NG	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	

ST ANDARD /
ST RANDDE.CC3SSpeaking and Listening Standards K-5ST RAND /
INDICAT ORComprehension and CollaborationENDURING
UNDERST AND
INGCC3SL1Engage 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
ENDURING UNDERSTANDI NG	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.

ST ANDARD / ST RAND	DE.CC3S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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DE.CC3L. Language Standards K-5

STANDARD / STRAND

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STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR	Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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.

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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).

Rooster, Part 1

Delaware Standards and Instruction Language Arts

STANDARD /DE.CC3R Reading Standards for Informational Text K-5STRANDI.		Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC3RI1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ENDURING UNDERSTANDI NG	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ST ANDARD / ST RAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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 F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.
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
	DE.CC3W	Writing Standards K-5 Production and Distribution of Writing
STRAND	CC3W4.	
STRAND / INDICATOR ENDURING UNDERSTANDI		Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to
STRAND / INDICATOR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI	CC3W4. CC3W5.	Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
ST RAND / INDICAT OR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG ST ANDARD /	CC3W4. CC3W5.	Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / INDICATOR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND /	CC3W4. CC3W5.	Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Writing Standards K-5 Range of Writing
ST RAND / INDICAT OR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG ST ANDARD / ST RAND / INDICAT OR ENDURING UNDERSTANDI	CC3W4. CC3W5. DE.CC3W	Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Writing Standards K-5 Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC3S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC3S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
ST ANDARD / ST RAND	DE.CC3L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC3L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language

ENDURING UNDERSTAND ING	CC3L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK CC3L3a. Choose words and phrases for effect.

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

ENDURING UNDERSTANDCC3L4.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.	STRAND / INDICATOR	Vocabulary Acquisition and Use
	UNDERST AND	

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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).

Rooster, Part 2

Delaware Standards and Instruction Language Arts

ST ANDARD / ST RAND	DE.CC3W Writing Standards K-5	
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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 / DE.CC3W Writing Standards K-5 STRAND .

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

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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.

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	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 Art s Grade 3 - Adopted: 2010
STANDARD / STRAND	DE.CC3R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC3RL1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC3RL4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
ENDURING UNDERSTANDI NG	CC3RL6.	Distinguish their own point of view from that of the narrator or those of the characters.
ST ANDARD / ST RAND	DE.CC3R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 / DE.CC3R Reading Standards for Literature K-5 STRAND L.

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI	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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DE.CC3R Reading Standards: Foundational Skills (K-5) F. STANDARD /

ST	RAND	

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

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

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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 / DE.CC3W Writing Standards K-5 STRAND .

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 /		Range of Writing

ENDURINGCC3W10Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (aUNDERSTANDI.single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.NG

STANDARD / STRAND	DE.CC3S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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

INDICATOR	
ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR	Vocabulary Acquisition and Use
ENDURING UNDERST AND ING	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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERST AND ING	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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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 Fox and the Crow, Part 2

Delaware Standards and Instruction Language Arts

STANDARD / DE.CC3R Reading Standards for Literature K-5 STRAND L.		
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC3RL1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ENDURING UNDERSTANDI NG	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.

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTAND ING	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.

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

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

BENCHMARK CC3L3a. Choose words and phrases for effect.

The Theft of Thor's Hammer, Part 1

Delaware Standards and Instruction Language Arts

STANDARD / DE.CC3R Reading Standards for Literature K-5 STRAND L.		
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC3RL1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3RL3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ST ANDARD / ST RAND	DE.CC3R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC3RL4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
ENDURING UNDERSTANDI NG	CC3RL6.	Distinguish their own point of view from that of the narrator or those of the characters.
ST ANDARD / ST RAND	DE.CC3R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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).
ST ANDARD / ST RAND	DE.CC3R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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.
STANDARD / STRAND	DE.CC3R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERST AND ING	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.
BENCHMARK	CC3RF3 b.	Decode words with common Latin suffixes.
STANDARD / STRAND	DE.CC3R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERST AND ING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.
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.

STANDARD / DE.CC3W Writing Standards K-5 STRAND .		Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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 /	DE.CC3W Writing	Standards K-5
STRAND		

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

ENDURING	CC3W5.	with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
UNDERSTANDI		and editing.
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ST ANDARD / DE.CC3W Writing Standards K-5 ST RAND .

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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.

ST ANDARD /	DE.CC3S	Speaking	and	Listening	Standards	K-5
STRAND	L.					

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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	E.CC3S Speaking and Listening Standards K-5
STRAND / INDICATOR	Comprehension and Collaboration
ENDURING UNDERSTANDI NG	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	E.CC3S Speaking and Listening Standards K-5
STRAND / INDICATOR	Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	C3SL4. 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 UNDERSTANDI NG	CC3SL6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC3L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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).

ST ANDARD / DE.CC3L. Language Standards K-5 ST RAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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.
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
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STRAND /	Vocabulary Acquisition and Use	
INDICATOR		

ENDURING UNDERSTAND ING	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).

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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

ST ANDARD / ST RAND	DE.CC3R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC3RL1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ENDURING UNDERSTANDI NG	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 F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERSTAND ING	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.
BENCHMARK	CC3RF3 b.	Decode words with common Latin suffixes.
STANDARD / STRAND	DE.CC3W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC3W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC3W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
ENDURING UNDERSTANDI		
ENDURING UNDERSTANDI NG ST ANDARD /		clarification.
ENDURING UNDERSTANDI NG ST ANDARD / ST RAND /		clarification. Language Standards K-5

BENCHMARK	CC3L1d.	Form and use regular and irregular verbs.
BENCHMARK	CC3L1f.	Ensure subject-verb and pronoun-antecedent agreement.
ST ANDARD / ST RAND	DE.CC3L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST AND	CC3L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ING		
ING BENCHMARK	CC3L2a.	Capitalize appropriate words in titles.
	CC3L2a. CC3L2e.	

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

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

BENCHMARK CC3L3a. Choose words and phrases for effect.

ST ANDARD / DE.CC3L. Language Standards K-5 ST RAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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).

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	
ENDURING UNDERSTANDI NG	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	

STANDARD	
STRAND	

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

ST ANDARD / ST RAND	DE.CC3R Reading Standards for Informational Text K-5 I.		
STRAND / INDICATOR		Range of Reading and Level of Text Complexity	
ENDURING UNDERSTANDI NG	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 /	DE.CC3R	Reading	Standards: Foundational	Skills	(K-5)
STRAND	E.				

STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERSTAND ING	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.
BENCHMARK	CC3RF3	Decode words with common Latin suffixes.

b.

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

ENDURING UNDERSTAND ING	STRAND / INDICATOR		Fluency
	UNDERST AND	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.

BENCHMARK	CC3RF4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
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ST ANDARD / ST RAND	DE.CC3W Writing Standards K-5		
STRAND / INDICATOR	Text Types and Purposes		
ENDURING UNDERSTAND ING	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.

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

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC3W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
BENCHMARK	CC3W3h	Use dialogue and descriptions of actions thoughts and feelings to develop experiences and events or show the

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 / DE.CC3W Writing Standards K-5 STRAND .

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

ST ANDARD / DE.CC3W Writing Standards K-5 ST RAND

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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.

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC3S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC3S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
ST ANDARD / ST RAND	DE.CC3L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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.

ST ANDARD / DE.CC3L. Language Standards K-5 ST RAND

sentences.

STRAND /	Conventions of Standard English
INDICATOR	

ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

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

BENCHMARK CC3L3a. Choose words and phrases for effect.

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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.
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 /	DE.CC3L.	Language	Standards	K-5
STRAND				

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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).

ST ANDARD / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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).

Delaware Standards and Instruction

Language Arts

Grade 3 - Adopted: 2010

ST ANDARD / ST RAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC3RI1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ENDURING UNDERSTANDI NG	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ST ANDARD / ST RAND	DE.CC3R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC3R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND	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 / DE.CC3W Writing Standards K-5 STRAND .

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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	CC3W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising

ENDURINGCC3W5.With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
understandUNDERSTANDIand editing.NG

ST ANDARD / DE.CC3W Writing Standards K-5 ST RAND .

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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 / DE.CC3S Speaking and Listening Standards K-5 STRAND L.

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC3S Speaking and Listening Standards K-5 L.	

STRAND /	Comprehension and Collaboration
INDICATOR	
INDICATOR	

ENDURING	CC3SL2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and
UNDERSTANDI		formats, including visually, quantitatively, and orally.
NG		

STANDARD / STRAND	DE.CC3S Speaking and Listening Standards K-5 L.		
STRAND / INDICATOR		Presentation of Knowledge and Ideas	
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	

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

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

BENCHMARK CC3L3a. Choose words and phrases for effect.

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

STRAND / INDICATOR	Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

 STRAND / INDICATOR
 Vocabulary Acquisition and Use

 ENDURING UNDERSTAND ING
 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).

ST ANDARD / ST RAND	DE.CC3L. Language Standards K-5	
STRAND / INDICATOR	Vocabulary Acquisition and Use	

ENDURING	CC3L6.
UNDERSTANDI	
NG	

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

Treasure Map, Part 2

Delaware Standards and Instruction Language Arts

Grade 3 - Adopted: 2010

ST ANDARD / ST RAND	DE.CC3W Writing Standards K-5		
STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERSTAND ING	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.	
ST ANDARD / ST RAND	DE.CC3W	Writing Standards K-5	
STRAND / INDICATOR		Production and Distribution of Writing	
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
ENDURING UNDERSTANDI NG	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.	
ST ANDARD / ST RAND	DE.CC3W	Writing Standards K-5	
STRAND / INDICATOR		Range of Writing	
ENDURING UNDERSTANDI NG	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.	
ST ANDARD / ST RAND	DE.CC3L.	Language Standards K-5	
STRAND / INDICATOR		Conventions of Standard English	

ENDURING UNDERSTAND ING	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 / DE.CC3L. Language Standards K-5 STRAND

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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.

ST ANDARD / DE.CC3L. Language Standards K-5 ST RAND

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC3L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.		
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC3RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	
STANDARD / STRAND	DE.CC3R I.	Reading Standards for Informational Text K-5	
STRAND / INDICATOR		Craft and Structure	

ENDURING	CC3RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
UNDERSTANDI		topic or subject area.
NG		

STANDARD / STRAND	DE.CC3R I.	DE.CC3R Reading Standards for Informational Text K-5 I.		
STRAND / INDICATOR		Integration of Knowledge and Ideas		
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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.	

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

STRAND / INDICATOR		Fluency			
ENDURING UNDERSTAND ING	CC3RF4	Read with sufficient accuracy and fluency to support comprehension.			
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 UNDERSTANDI NG	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 UNDERSTANDI NG	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
ST ANDARD / ST RAND	DE.CC3W	Writing Standards K-5		
STRAND / INDICATOR		Research to Build and Present Knowledge		
ENDURING UNDERSTANDI NG	CC3W8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
ST ANDARD / ST RAND	DE.CC3W	Writing Standards K-5		
STRAND / INDICATOR		Range of Writing		
ENDURING UNDERSTANDI NG	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.		
ST ANDARD / ST RAND	DE.CC3S L.	Speaking and Listening Standards K-5		
STRAND / INDICATOR		Comprehension and Collaboration		
ENDURING UNDERSTAND ING	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	of others.		
BENCHMARK	CC3SL1d	of others. Explain their own ideas and understanding in light of the discussion.		
BENCHMARK STANDARD / STRAND	CC3SL1d	of others. Explain their own ideas and understanding in light of the discussion. Speaking and Listening Standards K-5 Comprehension and Collaboration		
BENCHMARK STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDI	CC3SL1d DE.CC3S L. CC3SL2.	of others. Explain their own ideas and understanding in light of the discussion. Speaking and Listening Standards K-5 Comprehension and Collaboration Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and		

ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.			
ST ANDARD / ST RAND	DE.CC3L.	Language Standards K-5			
STRAND / INDICATOR		Conventions of Standard English			
ENDURING UNDERSTAND ING	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.			
ST ANDARD / ST RAND	DE.CC3L.	Language Standards K-5			
STRAND / INDICATOR		Conventions of Standard English			
ENDURING UNDERSTAND ING	CC3L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
BENCHMARK	CC3L2a.	Capitalize appropriate words in titles.			
ST ANDARD / ST RAND	DE.CC3L.	Language Standards K-5			
STRAND / INDICATOR		Knowledge of Language			
ENDURING UNDERSTAND ING	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 /		Vessbulery Acquisition and Liss			

ENDURING UNDERSTAND INGCC3L4.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.	STRAND / INDICATOR	Vocabulary Acquisition and Use
	UNDERST AND	

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 UNDERSTANDI NG	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

ST ANDARD / ST RAND	DE.CC3R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Phonics and Word Recognition
ENDURING UNDERST AND ING	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.
BENCHMARK	CC3RF3 b.	Decode words with common Latin suffixes.
STANDARD / STRAND	DE.CC3W	Writing Standards K-5
STRAND /		Text Types and Purposes
INDICATOR		
ENDURING UNDERSTAND ING	CC3W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ENDURING UNDERST AND		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ENDURING UNDERSTAND ING	CC3W2a.	
ENDURING UNDERSTAND ING BENCHMARK	CC3W2a. CC3W2b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
ENDURING UNDERSTAND ING BENCHMARK BENCHMARK	CC3W2a. CC3W2b. CC3W2d.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details.

ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC3W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	CC3L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC3L3a.	Choose words and phrases for effect.
ST ANDARD / ST RAND	DE.CC3L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERST AND	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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