

**Main Criteria:** Adventures in Writing  
**Secondary Criteria:** Idaho Content Standards  
**Subject:** Language Arts  
**Grade:** 3

## Adventures in Writing

Benjamin Franklin's Lightning Rod

**Idaho Content Standards**  
**Language Arts**  
 Grade 3 - Adopted: 2022

**STANDARD / COURSE**     **3.RC-**     **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA     3.RC-TC.1.     Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

**STANDARD / COURSE**     **3.RC-**     **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
--	----------------	---

GLE / BIG IDEA     3.RC-V.2.     Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.

**STANDARD / COURSE**     **3.RC-**     **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
--	-----------------	------------------------------

GLE / BIG IDEA     3.RC-TE.3.     Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.

**STANDARD / COURSE**     **3.RC-**     **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA     3.RC-RF.4.     Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).

**STANDARD / COURSE**     **3.RC-**     **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
--	-----------------	-----------------------------

<b>GLE / BIG IDEA</b>	<b>3.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	3.RC-NF.6a.	Describe key details from texts and explain how they support the central idea.
OBJECTIVE	3.RC-NF.6d.	Explain the logical connection between particular facts and reasons in texts.
<b>STANDARD / COURSE</b>	<b>3.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	3.VD-AV.3.	Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>3.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	3.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.
<b>STANDARD / COURSE</b>	<b>3.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	3.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>3.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	3.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.
GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
GLE / BIG IDEA	3.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **3.ODC- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.

**STANDARD / COURSE**      **3.ODC- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-DC.</b>	<b>Digital Communications (DC)</b>
GLE / BIG IDEA	3.ODC-DC.5.	With support, evaluate whether a digital source is factual or not by considering its use of evidence.

**STANDARD / COURSE**      **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	3.GC-GU.1.	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	3.GC-GU.1b.	Form and use comparative and superlative adjectives and adverbs.
OBJECTIVE	3.GC-GU.1f.	Use coordinating and subordinating conjunctions.
OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.

**STANDARD / COURSE**      **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
GLE / BIG IDEA	3.GC-M.2.	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>
OBJECTIVE	3.GC-M.2d.	Capitalize appropriate words in titles.

**STANDARD / COURSE**      **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.3.</b>	<b>Use knowledge of spelling in writing.</b>

OBJECTIVE	3.GC-M.3a.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
OBJECTIVE	3.GC-M.3b.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.
OBJECTIVE	3.GC-M.3c.	Spell high-frequency irregular words correctly (e.g., who, what, why).

Dolphins

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE**     **3.RC-**     **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA     3.RC-TC.1.     Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

**STANDARD / COURSE**     **3.RC-**     **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
--	----------------	---

GLE / BIG IDEA     3.RC-V.2.     Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.

**STANDARD / COURSE**     **3.RC-**     **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
--	-----------------	------------------------------

GLE / BIG IDEA     3.RC-TE.3.     Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.

**STANDARD / COURSE**     **3.RC-**     **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA	3.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).
----------------	------------	---

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>3.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>

OBJECTIVE	3.RC-NF.6a.	Describe key details from texts and explain how they support the central idea.
-----------	-------------	--

OBJECTIVE	3.RC-NF.6d.	Explain the logical connection between particular facts and reasons in texts.
-----------	-------------	---

**STANDARD / COURSE**      **3.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>

OBJECTIVE	3.VD-WB.2b.	Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
-----------	-------------	---

**STANDARD / COURSE**      **3.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
--	-----------------	---------------------------------

GLE / BIG IDEA	3.VD-AV.3.	Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.
----------------	------------	---

**STANDARD / COURSE**      **3.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
--	-----------------	--

GLE / BIG IDEA	3.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.
----------------	------------	--

**STANDARD / COURSE**      **3.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
--	-----------------	---

GLE / BIG IDEA	3.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>3.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
GLE / BIG IDEA	3.W-RW.5.	Group related information within a paragraph, using common linking words and phrases to connect ideas and information.
GLE / BIG IDEA	3.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>3.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.
<b>STANDARD / COURSE</b>	<b>3.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-DC.</b>	<b>Digital Communications (DC)</b>
GLE / BIG IDEA	3.ODC-DC.5.	With support, evaluate whether a digital source is factual or not by considering its use of evidence.
<b>STANDARD / COURSE</b>	<b>3.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	3.GC-GU.1b.	Form and use comparative and superlative adjectives and adverbs.

OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.
<b>STANDARD / COURSE</b>	<b>3.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>

OBJECTIVE	3.GC-M.2d.	Capitalize appropriate words in titles.
<b>STANDARD / COURSE</b>	<b>3.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.3.</b>	<b>Use knowledge of spelling in writing.</b>

OBJECTIVE	3.GC-M.3a.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
OBJECTIVE	3.GC-M.3b.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.
OBJECTIVE	3.GC-M.3c.	Spell high-frequency irregular words correctly (e.g., who, what, why).

Hagia Sophia

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
GLE / BIG IDEA	3.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>

GLE / BIG IDEA	3.RC-V.2.	Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.
----------------	-----------	---

**STANDARD / COURSE**      **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
--	-----------------	------------------------------

GLE / BIG IDEA	3.RC-TE.3.	Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.
----------------	------------	--

**STANDARD / COURSE**      **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA	3.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).
----------------	------------	---

**STANDARD / COURSE**      **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
--	-----------------	-----------------------------

<b>GLE / BIG IDEA</b>	<b>3.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
-----------------------	-------------------	--

OBJECTIVE	3.RC-NF.6a.	Describe key details from texts and explain how they support the central idea.
-----------	-------------	--

OBJECTIVE	3.RC-NF.6d.	Explain the logical connection between particular facts and reasons in texts.
-----------	-------------	---

**STANDARD / COURSE**      **3.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
--	-----------------	---------------------------

<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
-----------------------	-------------------	---

OBJECTIVE	3.VD-WB.2b.	Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
-----------	-------------	---

**STANDARD / COURSE**      **3.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
--	-----------------	---------------------------------



GLE / BIG IDEA	3.VD-AV.3.	Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>3.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	3.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.
<b>STANDARD / COURSE</b>	<b>3.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	3.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>3.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
GLE / BIG IDEA	3.W-RW.5.	Group related information within a paragraph, using common linking words and phrases to connect ideas and information.
GLE / BIG IDEA	3.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>3.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.

**STANDARD / COURSE**      **3.ODC- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-DC.</b>	<b>Digital Communications (DC)</b>
--	------------------	------------------------------------

GLE / BIG IDEA      3.ODC-DC.5.      With support, evaluate whether a digital source is factual or not by considering its use of evidence.

**STANDARD / COURSE**      **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
--	-----------------	-------------------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
-----------------------	-------------------	--

OBJECTIVE      3.GC-GU.1b.      Form and use comparative and superlative adjectives and adverbs.

OBJECTIVE      3.GC-GU.1h.      Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.

**STANDARD / COURSE**      **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
--	----------------	----------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>
-----------------------	------------------	---

OBJECTIVE      3.GC-M.2a.      Commas in addresses and dates.

OBJECTIVE      3.GC-M.2d.      Capitalize appropriate words in titles.

**STANDARD / COURSE**      **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
--	----------------	----------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-M.3.</b>	<b>Use knowledge of spelling in writing.</b>
-----------------------	------------------	--

OBJECTIVE      3.GC-M.3a.      Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

OBJECTIVE      3.GC-M.3b.      Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.

OBJECTIVE	3.GC-M.3c.	Spell high-frequency irregular words correctly (e.g., who, what, why).
-----------	------------	--

Hannibal's War

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE**      **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA      3.RC-TC.1.      Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

**STANDARD / COURSE**      **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
--	----------------	---

GLE / BIG IDEA      3.RC-V.2.      Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.

**STANDARD / COURSE**      **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
--	-----------------	------------------------------

GLE / BIG IDEA      3.RC-TE.3.      Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.

**STANDARD / COURSE**      **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA      3.RC-RF.4.      Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).

**STANDARD / COURSE**      **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA      3.RC-NF.6.      Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	3.RC-NF.6a.	Describe key details from texts and explain how they support the central idea.
OBJECTIVE	3.RC-NF.6d.	Explain the logical connection between particular facts and reasons in texts.
<b>STANDARD / COURSE</b>	<b>3.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	3.VD-AV.3.	Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>3.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	3.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.
<b>STANDARD / COURSE</b>	<b>3.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	3.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>3.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	3.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.
GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
GLE / BIG IDEA	3.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**     **3.ODC- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.

**STANDARD / COURSE**     **3.ODC- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-DC.</b>	<b>Digital Communications (DC)</b>
GLE / BIG IDEA	3.ODC-DC.5.	With support, evaluate whether a digital source is factual or not by considering its use of evidence.

**STANDARD / COURSE**     **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	3.GC-GU.1.	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	3.GC-GU.1b.	Form and use comparative and superlative adjectives and adverbs.
OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.

**STANDARD / COURSE**     **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
GLE / BIG IDEA	3.GC-M.2.	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>
OBJECTIVE	3.GC-M.2d.	Capitalize appropriate words in titles.

**STANDARD / COURSE**     **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
--	----------------	----------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-M.3.</b>	<b>Use knowledge of spelling in writing.</b>
OBJECTIVE	3.GC-M.3a.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
OBJECTIVE	3.GC-M.3b.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.
OBJECTIVE	3.GC-M.3c.	Spell high-frequency irregular words correctly (e.g., who, what, why).

John Muir

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE**     **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA     3.RC-TC.1.     Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

**STANDARD / COURSE**     **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
--	----------------	---

GLE / BIG IDEA     3.RC-V.2.     Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.

**STANDARD / COURSE**     **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
--	-----------------	------------------------------

GLE / BIG IDEA     3.RC-TE.3.     Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.

**STANDARD / COURSE**     **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA     3.RC-RF.4.     Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>3.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>

OBJECTIVE	3.RC-NF.6a.	Describe key details from texts and explain how they support the central idea.
OBJECTIVE	3.RC-NF.6d.	Explain the logical connection between particular facts and reasons in texts.

**STANDARD / COURSE**      **3.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>

OBJECTIVE	3.VD-WB.2b.	Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
-----------	-------------	---

**STANDARD / COURSE**      **3.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	3.VD-AV.3.	Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.

**STANDARD / COURSE**      **3.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
--	-----------------	--

GLE / BIG IDEA	3.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.
----------------	------------	--

**STANDARD / COURSE**      **3.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
--	-----------------	---

GLE / BIG IDEA	3.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>3.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
GLE / BIG IDEA	3.W-RW.5.	Group related information within a paragraph, using common linking words and phrases to connect ideas and information.
GLE / BIG IDEA	3.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>3.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.
<b>STANDARD / COURSE</b>	<b>3.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-DC.</b>	<b>Digital Communications (DC)</b>
GLE / BIG IDEA	3.ODC-DC.5.	With support, evaluate whether a digital source is factual or not by considering its use of evidence.
<b>STANDARD / COURSE</b>	<b>3.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	3.GC-GU.1b.	Form and use comparative and superlative adjectives and adverbs.



OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.
<b>STANDARD / COURSE</b>	<b>3.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>

OBJECTIVE	3.GC-M.2a.	Commas in addresses and dates.
-----------	------------	--------------------------------

OBJECTIVE	3.GC-M.2d.	Capitalize appropriate words in titles.
-----------	------------	---

<b>STANDARD / COURSE</b>	<b>3.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.3.</b>	<b>Use knowledge of spelling in writing.</b>

OBJECTIVE	3.GC-M.3a.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
-----------	------------	---

OBJECTIVE	3.GC-M.3b.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.
-----------	------------	---

OBJECTIVE	3.GC-M.3c.	Spell high-frequency irregular words correctly (e.g., who, what, why).
-----------	------------	--

Leif Eriksson

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>

GLE / BIG IDEA	3.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
----------------	------------	--

<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
--------------------------	--------------	-------------------------------------

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
--	----------------	---

GLE / BIG IDEA 3.RC-V.2. Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.

**STANDARD / COURSE 3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
--	-----------------	------------------------------

GLE / BIG IDEA 3.RC-TE.3. Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.

**STANDARD / COURSE 3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA 3.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).

**STANDARD / COURSE 3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
--	-----------------	-----------------------------

<b>GLE / BIG IDEA</b>	<b>3.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
-----------------------	-------------------	--

OBJECTIVE 3.RC-NF.6a. Describe key details from texts and explain how they support the central idea.

OBJECTIVE 3.RC-NF.6d. Explain the logical connection between particular facts and reasons in texts.

**STANDARD / COURSE 3.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
--	-----------------	---------------------------

<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
-----------------------	-------------------	---

OBJECTIVE 3.VD-WB.2b. Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**STANDARD / COURSE 3.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	3.VD-AV.3.	Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>3.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	3.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.
<b>STANDARD / COURSE</b>	<b>3.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	3.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>3.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
GLE / BIG IDEA	3.W-RW.5.	Group related information within a paragraph, using common linking words and phrases to connect ideas and information.
GLE / BIG IDEA	3.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>3.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.

GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.
----------------	-------------	--

**STANDARD / COURSE**      **3.ODC-**      **Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-DC.</b>	<b>Digital Communications (DC)</b>
--	------------------	------------------------------------

GLE / BIG IDEA	3.ODC-DC.5.	With support, evaluate whether a digital source is factual or not by considering its use of evidence.
----------------	-------------	---

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
--	-----------------	-------------------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
-----------------------	-------------------	--

OBJECTIVE	3.GC-GU.1b.	Form and use comparative and superlative adjectives and adverbs.
-----------	-------------	--

OBJECTIVE	3.GC-GU.1c.	Use collective nouns (e.g., family, crew, assembly) matched to plural verb forms.
-----------	-------------	---

OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.
-----------	-------------	--

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
--	----------------	----------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>
-----------------------	------------------	---

OBJECTIVE	3.GC-M.2d.	Capitalize appropriate words in titles.
-----------	------------	---

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
--	----------------	----------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-M.3.</b>	<b>Use knowledge of spelling in writing.</b>
-----------------------	------------------	--

OBJECTIVE	3.GC-M.3a.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
-----------	------------	---

OBJECTIVE	3.GC-M.3b.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.
OBJECTIVE	3.GC-M.3c.	Spell high-frequency irregular words correctly (e.g., who, what, why).

Magnets

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE**     **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA     3.RC-TC.1.     Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

**STANDARD / COURSE**     **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
--	----------------	---

GLE / BIG IDEA     3.RC-V.2.     Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.

**STANDARD / COURSE**     **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
--	-----------------	------------------------------

GLE / BIG IDEA     3.RC-TE.3.     Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.

**STANDARD / COURSE**     **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA     3.RC-RF.4.     Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).

**STANDARD / COURSE**     **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
--	-----------------	-----------------------------

<b>GLE / BIG IDEA</b>	<b>3.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
-----------------------	-------------------	--

OBJECTIVE      3.RC-NF.6a.      Describe key details from texts and explain how they support the central idea.

OBJECTIVE      3.RC-NF.6d.      Explain the logical connection between particular facts and reasons in texts.

**STANDARD / COURSE**      **3.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
--	-----------------	---------------------------

<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
-----------------------	-------------------	---

OBJECTIVE      3.VD-WB.2b.      Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**STANDARD / COURSE**      **3.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
--	-----------------	---------------------------------

GLE / BIG IDEA      3.VD-AV.3.      Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.

**STANDARD / COURSE**      **3.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
--	-----------------	--

GLE / BIG IDEA      3.RS-IP.1.      Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.

**STANDARD / COURSE**      **3.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
--	-----------------	---

GLE / BIG IDEA      3.RS-DR.2.      Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

**STANDARD / COURSE**      **3.W-**      **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
GLE / BIG IDEA	3.W-RW.5.	Group related information within a paragraph, using common linking words and phrases to connect ideas and information.
GLE / BIG IDEA	3.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>3.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.
<b>STANDARD / COURSE</b>	<b>3.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-DC.</b>	<b>Digital Communications (DC)</b>
GLE / BIG IDEA	3.ODC-DC.5.	With support, evaluate whether a digital source is factual or not by considering its use of evidence.
<b>STANDARD / COURSE</b>	<b>3.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	3.GC-GU.1b.	Form and use comparative and superlative adjectives and adverbs.
OBJECTIVE	3.GC-GU.1c.	Use collective nouns (e.g., family, crew, assembly) matched to plural verb forms.
OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.

**STANDARD / COURSE**     **3.GC-**     **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>

OBJECTIVE     3.GC-M.2d.     Capitalize appropriate words in titles.

**STANDARD / COURSE**     **3.GC-**     **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.3.</b>	<b>Use knowledge of spelling in writing.</b>

OBJECTIVE     3.GC-M.3a.     Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

OBJECTIVE     3.GC-M.3b.     Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.

OBJECTIVE     3.GC-M.3c.     Spell high-frequency irregular words correctly (e.g., who, what, why).

Mayflower, Part 1

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE**     **3.RC-**     **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA     3.RC-TC.1.     Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

**STANDARD / COURSE**     **3.RC-**     **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
--	----------------	---

GLE / BIG IDEA     3.RC-V.2.     Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.



**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
--	-----------------	------------------------------

GLE / BIG IDEA      3.RC-TE.3.      Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA      3.RC-RF.4.      Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
--	-----------------	-----------------------------

<b>GLE / BIG IDEA</b>	<b>3.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
-----------------------	-------------------	--

OBJECTIVE      3.RC-NF.6a.      Describe key details from texts and explain how they support the central idea.

OBJECTIVE      3.RC-NF.6d.      Explain the logical connection between particular facts and reasons in texts.

OBJECTIVE      3.RC-NF.6e.      Compare and contrast important points and key supporting details presented in two texts on the same topic.

**STANDARD / COURSE**      **3.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
--	-----------------	---------------------------------

GLE / BIG IDEA      3.VD-AV.3.      Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.

**STANDARD / COURSE**      **3.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
--	-----------------	--

GLE / BIG IDEA	3.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.
<b>STANDARD / COURSE</b>	<b>3.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	3.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>3.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
<b>STANDARD / COURSE</b>	<b>3.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.
<b>STANDARD / COURSE</b>	<b>3.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-DC.</b>	<b>Digital Communications (DC)</b>
GLE / BIG IDEA	3.ODC-DC.5.	With support, evaluate whether a digital source is factual or not by considering its use of evidence.
<b>STANDARD / COURSE</b>	<b>3.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	3.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	3.GC-GU.1b.	Form and use comparative and superlative adjectives and adverbs.
OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.

Mayflower, Part 2

**Idaho Content Standards**  
**Language Arts**  
Grade 3 - Adopted: 2022

**STANDARD / COURSE**     **3.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>

OBJECTIVE	3.VD-WB.2b.	Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
-----------	-------------	---

**STANDARD / COURSE**     **3.W- Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
--	----------------	------------------------------

GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
----------------	-----------	---

GLE / BIG IDEA	3.W-RW.5.	Group related information within a paragraph, using common linking words and phrases to connect ideas and information.
----------------	-----------	--

GLE / BIG IDEA	3.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
----------------	-----------	---

**STANDARD / COURSE**     **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>

OBJECTIVE	3.GC-GU.1b.	Form and use comparative and superlative adjectives and adverbs.
-----------	-------------	--

OBJECTIVE	3.GC-GU.1c.	Use collective nouns (e.g., family, crew, assembly) matched to plural verb forms.
-----------	-------------	---

**STANDARD / COURSE**     **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>

OBJECTIVE 3.GC-M.2d. Capitalize appropriate words in titles.

**STANDARD / COURSE 3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.3.</b>	<b>Use knowledge of spelling in writing.</b>

OBJECTIVE 3.GC-M.3a. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

OBJECTIVE 3.GC-M.3b. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.

OBJECTIVE 3.GC-M.3c. Spell high-frequency irregular words correctly (e.g., who, what, why).

My Friend, Part 1

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE 3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA 3.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).

**STANDARD / COURSE 3.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
--	-----------------	---------------------------------

GLE / BIG IDEA 3.VD-AV.3. Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.

**STANDARD / COURSE 3.RS- Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
--	-----------------	--

GLE / BIG IDEA	3.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.
----------------	------------	--

**STANDARD / COURSE**      **3.W-**      **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
--	----------------	------------------------------

GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
----------------	-----------	---

**STANDARD / COURSE**      **3.ODC-**      **Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
--	------------------	---------------------------------

GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
----------------	-------------	--

GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.
----------------	-------------	--

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
--	-----------------	-------------------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
-----------------------	-------------------	--

OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.
-----------	-------------	--

My Friend, Part 2

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE**      **3.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
--	-----------------	---------------------------

<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
-----------------------	-------------------	---

OBJECTIVE	3.VD-WB.2b.	Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
<b>STANDARD / COURSE</b>	<b>3.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
GLE / BIG IDEA	3.W-RW.5.	Group related information within a paragraph, using common linking words and phrases to connect ideas and information.
GLE / BIG IDEA	3.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>3.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	3.GC-GU.1b.	Form and use comparative and superlative adjectives and adverbs.
OBJECTIVE	3.GC-GU.1d.	Form and use regular and irregular plural nouns (e.g., fish, teeth).
<b>STANDARD / COURSE</b>	<b>3.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>
OBJECTIVE	3.GC-M.2d.	Capitalize appropriate words in titles.
<b>STANDARD / COURSE</b>	<b>3.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.3.</b>	<b>Use knowledge of spelling in writing.</b>

OBJECTIVE	3.GC-M.3a.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
OBJECTIVE	3.GC-M.3b.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.
OBJECTIVE	3.GC-M.3c.	Spell high-frequency irregular words correctly (e.g., who, what, why).

My House, Part 1

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE**     **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA     3.RC-RF.4.     Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).

**STANDARD / COURSE**     **3.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
--	-----------------	---------------------------------

GLE / BIG IDEA     3.VD-AV.3.     Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.

**STANDARD / COURSE**     **3.RS- Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
--	-----------------	--

GLE / BIG IDEA     3.RS-IP.1.     Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.

**STANDARD / COURSE**     **3.W- Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
--	----------------	------------------------------

GLE / BIG IDEA     3.W-RW.3.     Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.

**STANDARD / COURSE**     **3.ODC- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
--	------------------	---------------------------------

GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
----------------	-------------	--

GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.
----------------	-------------	--

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
--	-----------------	-------------------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
-----------------------	-------------------	--

OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.
-----------	-------------	--

My House, Part 2

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE**      **3.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
--	-----------------	---------------------------

<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
-----------------------	-------------------	---

OBJECTIVE	3.VD-WB.2b.	Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
-----------	-------------	---

**STANDARD / COURSE**      **3.W-**      **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
--	----------------	------------------------------

GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
----------------	-----------	---

GLE / BIG IDEA	3.W-RW.5.	Group related information within a paragraph, using common linking words and phrases to connect ideas and information.
----------------	-----------	--

GLE / BIG IDEA	3.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
----------------	-----------	---



**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>

OBJECTIVE	3.GC-GU.1b.	Form and use comparative and superlative adjectives and adverbs.
-----------	-------------	--

OBJECTIVE	3.GC-GU.1d.	Form and use regular and irregular plural nouns (e.g., fish, teeth).
-----------	-------------	--

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>

OBJECTIVE	3.GC-M.2d.	Capitalize appropriate words in titles.
-----------	------------	---

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.3.</b>	<b>Use knowledge of spelling in writing.</b>

OBJECTIVE	3.GC-M.3a.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
-----------	------------	---

OBJECTIVE	3.GC-M.3b.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.
-----------	------------	---

OBJECTIVE	3.GC-M.3c.	Spell high-frequency irregular words correctly (e.g., who, what, why).
-----------	------------	--

Nile River, Yangtze River

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA	3.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
GLE / BIG IDEA	3.RC-V.2.	Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	3.RC-TE.3.	Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
GLE / BIG IDEA	3.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>3.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	3.RC-NF.6a.	Describe key details from texts and explain how they support the central idea.
OBJECTIVE	3.RC-NF.6d.	Explain the logical connection between particular facts and reasons in texts.
<b>STANDARD / COURSE</b>	<b>3.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>

GLE / BIG IDEA	3.VD-AV.3.	Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>3.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	3.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.
<b>STANDARD / COURSE</b>	<b>3.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	3.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>3.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
<b>STANDARD / COURSE</b>	<b>3.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.
<b>STANDARD / COURSE</b>	<b>3.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-DC.</b>	<b>Digital Communications (DC)</b>

GLE / BIG IDEA	3.ODC-DC.5.	With support, evaluate whether a digital source is factual or not by considering its use of evidence.
----------------	-------------	---

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>

OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.
-----------	-------------	--

Orchestra and Conductor

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA	3.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
----------------	------------	--

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
--	----------------	---

GLE / BIG IDEA	3.RC-V.2.	Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.
----------------	-----------	---

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
--	-----------------	------------------------------

GLE / BIG IDEA	3.RC-TE.3.	Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.
----------------	------------	--

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA	3.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).
----------------	------------	---

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>3.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>

OBJECTIVE	3.RC-NF.6a.	Describe key details from texts and explain how they support the central idea.
-----------	-------------	--

OBJECTIVE	3.RC-NF.6d.	Explain the logical connection between particular facts and reasons in texts.
-----------	-------------	---

**STANDARD / COURSE**      **3.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
--	-----------------	---------------------------------

GLE / BIG IDEA	3.VD-AV.3.	Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.
----------------	------------	---

**STANDARD / COURSE**      **3.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
--	-----------------	--

GLE / BIG IDEA	3.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.
----------------	------------	--

**STANDARD / COURSE**      **3.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
--	-----------------	---

GLE / BIG IDEA	3.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
----------------	------------	--

**STANDARD / COURSE**      **3.W-**      **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
--	----------------	------------------------------

GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
----------------	-----------	---

**STANDARD / COURSE**      **3.ODC- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
--	------------------	---------------------------------

GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
----------------	-------------	--

GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.
----------------	-------------	--

**STANDARD / COURSE**      **3.ODC- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-DC.</b>	<b>Digital Communications (DC)</b>
--	------------------	------------------------------------

GLE / BIG IDEA	3.ODC-DC.5.	With support, evaluate whether a digital source is factual or not by considering its use of evidence.
----------------	-------------	---

**STANDARD / COURSE**      **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
--	-----------------	-------------------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
-----------------------	-------------------	--

OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.
-----------	-------------	--

Roanoke, Part 1

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE**      **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA	3.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
----------------	------------	--

**STANDARD / COURSE**      **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
GLE / BIG IDEA	3.RC-V.2.	Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	3.RC-TE.3.	Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
GLE / BIG IDEA	3.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>3.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	3.RC-NF.6a.	Describe key details from texts and explain how they support the central idea.
OBJECTIVE	3.RC-NF.6d.	Explain the logical connection between particular facts and reasons in texts.
OBJECTIVE	3.RC-NF.6e.	Compare and contrast important points and key supporting details presented in two texts on the same topic.
<b>STANDARD / COURSE</b>	<b>3.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	3.VD-WB.2b.	Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**STANDARD / COURSE**     **3.VD-**     **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
--	-----------------	---------------------------------

GLE / BIG IDEA     3.VD-AV.3.     Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.

**STANDARD / COURSE**     **3.RS-**     **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
--	-----------------	--

GLE / BIG IDEA     3.RS-IP.1.     Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.

**STANDARD / COURSE**     **3.RS-**     **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
--	-----------------	---

GLE / BIG IDEA     3.RS-DR.2.     Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

**STANDARD / COURSE**     **3.W-**     **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
--	----------------	------------------------------

GLE / BIG IDEA     3.W-RW.3.     Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.

**STANDARD / COURSE**     **3.ODC-**     **Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
--	------------------	---------------------------------

GLE / BIG IDEA     3.ODC-OC.1.     Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.

GLE / BIG IDEA     3.ODC-OC.4.     Report orally 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.

**STANDARD / COURSE**     **3.ODC-**     **Oral and Digital Communications Strand**



<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-DC.</b>	<b>Digital Communications (DC)</b>
--	------------------	------------------------------------

GLE / BIG IDEA	3.ODC-DC.5.	With support, evaluate whether a digital source is factual or not by considering its use of evidence.
----------------	-------------	---

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
--	-----------------	-------------------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
-----------------------	-------------------	--

OBJECTIVE	3.GC-GU.1b.	Form and use comparative and superlative adjectives and adverbs.
-----------	-------------	--

OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.
-----------	-------------	--

Roanoke, Part 2

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE**      **3.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
--	-----------------	---------------------------

<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
-----------------------	-------------------	---

OBJECTIVE	3.VD-WB.2b.	Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
-----------	-------------	---

**STANDARD / COURSE**      **3.W-**      **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
--	----------------	------------------------------

GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
----------------	-----------	---

GLE / BIG IDEA	3.W-RW.5.	Group related information within a paragraph, using common linking words and phrases to connect ideas and information.
----------------	-----------	--

GLE / BIG IDEA	3.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
----------------	-----------	---

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>

OBJECTIVE      3.GC-GU.1b.      Form and use comparative and superlative adjectives and adverbs.

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>

OBJECTIVE      3.GC-M.2d.      Capitalize appropriate words in titles.

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.3.</b>	<b>Use knowledge of spelling in writing.</b>

OBJECTIVE      3.GC-M.3a.      Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

OBJECTIVE      3.GC-M.3b.      Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.

OBJECTIVE      3.GC-M.3c.      Spell high-frequency irregular words correctly (e.g., who, what, why).

Roman Colosseum

**Idaho Content Standards**  
**Language Arts**  
Grade 3 - Adopted: 2022

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA      3.RC-TC.1.      Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
--	----------------	---

GLE / BIG IDEA      3.RC-V.2.      Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
--	-----------------	------------------------------

GLE / BIG IDEA      3.RC-TE.3.      Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>3.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>

OBJECTIVE      3.RC-NF.6a.      Describe key details from texts and explain how they support the central idea.

OBJECTIVE      3.RC-NF.6d.      Explain the logical connection between particular facts and reasons in texts.

**STANDARD / COURSE**      **3.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
--	-----------------	---------------------------------

GLE / BIG IDEA      3.VD-AV.3.      Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.

**STANDARD / COURSE**      **3.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
--	-----------------	---

GLE / BIG IDEA      3.RS-DR.2.      Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

**STANDARD / COURSE**      **3.W-**      **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
--	----------------	------------------------------

GLE / BIG IDEA	3.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.
----------------	-----------	--

GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
----------------	-----------	---

GLE / BIG IDEA	3.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
----------------	-----------	---

**STANDARD / COURSE**      **3.ODC-**      **Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
--	------------------	---------------------------------

GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
----------------	-------------	--

**STANDARD / COURSE**      **3.ODC-**      **Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-DC.</b>	<b>Digital Communications (DC)</b>
--	------------------	------------------------------------

GLE / BIG IDEA	3.ODC-DC.5.	With support, evaluate whether a digital source is factual or not by considering its use of evidence.
----------------	-------------	---

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
--	-----------------	-------------------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
-----------------------	-------------------	--

OBJECTIVE	3.GC-GU.1e.	Use common, proper, and possessive nouns.
-----------	-------------	---

OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.
-----------	-------------	--

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>

OBJECTIVE 3.GC-M.2d. Capitalize appropriate words in titles.

Roman Hoplite, American Quarter Horse

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE 3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA 3.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

**STANDARD / COURSE 3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
--	----------------	---

GLE / BIG IDEA 3.RC-V.2. Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.

**STANDARD / COURSE 3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
--	-----------------	------------------------------

GLE / BIG IDEA 3.RC-TE.3. Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.

**STANDARD / COURSE 3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA 3.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).

**STANDARD / COURSE 3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>3.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>

OBJECTIVE	3.RC-NF.6a.	Describe key details from texts and explain how they support the central idea.
-----------	-------------	--

OBJECTIVE	3.RC-NF.6d.	Explain the logical connection between particular facts and reasons in texts.
-----------	-------------	---

**STANDARD / COURSE**      **3.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>

OBJECTIVE	3.VD-WB.2b.	Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
-----------	-------------	---

**STANDARD / COURSE**      **3.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
--	-----------------	---------------------------------

GLE / BIG IDEA	3.VD-AV.3.	Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.
----------------	------------	---

**STANDARD / COURSE**      **3.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
--	-----------------	--

GLE / BIG IDEA	3.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.
----------------	------------	--

**STANDARD / COURSE**      **3.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
--	-----------------	---

GLE / BIG IDEA	3.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
----------------	------------	--

**STANDARD / COURSE**      **3.W-**      **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
--	----------------	------------------------------

GLE / BIG IDEA      3.W-RW.3.      Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.

**STANDARD / COURSE**      **3.ODC-**      **Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
--	------------------	---------------------------------

GLE / BIG IDEA      3.ODC-OC.1.      Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.

GLE / BIG IDEA      3.ODC-OC.4.      Report orally 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.

**STANDARD / COURSE**      **3.ODC-**      **Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-DC.</b>	<b>Digital Communications (DC)</b>
--	------------------	------------------------------------

GLE / BIG IDEA      3.ODC-DC.5.      With support, evaluate whether a digital source is factual or not by considering its use of evidence.

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
--	-----------------	-------------------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
-----------------------	-------------------	--

OBJECTIVE      3.GC-GU.1b.      Form and use comparative and superlative adjectives and adverbs.

OBJECTIVE      3.GC-GU.1h.      Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.

Rooster, Part 1

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
GLE / BIG IDEA	3.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
GLE / BIG IDEA	3.RC-V.2.	Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	3.RC-TE.3.	Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
GLE / BIG IDEA	3.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>3.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	3.RC-NF.6a.	Describe key details from texts and explain how they support the central idea.
OBJECTIVE	3.RC-NF.6d.	Explain the logical connection between particular facts and reasons in texts.
<b>STANDARD / COURSE</b>	<b>3.VD-</b>	<b>Vocabulary Development Strand</b>



<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>

OBJECTIVE 3.VD-WB.2b. Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**STANDARD / COURSE 3.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
--	-----------------	---------------------------------

GLE / BIG IDEA 3.VD-AV.3. Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.

**STANDARD / COURSE 3.RS- Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
--	-----------------	--

GLE / BIG IDEA 3.RS-IP.1. Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.

**STANDARD / COURSE 3.RS- Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
--	-----------------	---

GLE / BIG IDEA 3.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

**STANDARD / COURSE 3.W- Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
--	----------------	------------------------------

GLE / BIG IDEA 3.W-RW.3. Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.

**STANDARD / COURSE 3.ODC- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
--	------------------	---------------------------------

GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
----------------	-------------	--

GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.
----------------	-------------	--

**STANDARD / COURSE**     **3.ODC- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-DC.</b>	<b>Digital Communications (DC)</b>
--	------------------	------------------------------------

GLE / BIG IDEA	3.ODC-DC.5.	With support, evaluate whether a digital source is factual or not by considering its use of evidence.
----------------	-------------	---

**STANDARD / COURSE**     **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
--	-----------------	-------------------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
-----------------------	-------------------	--

OBJECTIVE	3.GC-GU.1d.	Form and use regular and irregular plural nouns (e.g., fish, teeth).
-----------	-------------	--

OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.
-----------	-------------	--

Rooster, Part 2

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE**     **3.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
--	-----------------	---------------------------

<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
-----------------------	-------------------	---

OBJECTIVE	3.VD-WB.2b.	Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
-----------	-------------	---

**STANDARD / COURSE**     **3.W- Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
--	----------------	------------------------------

GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
GLE / BIG IDEA	3.W-RW.5.	Group related information within a paragraph, using common linking words and phrases to connect ideas and information.
GLE / BIG IDEA	3.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>

OBJECTIVE      3.GC-GU.1b.      Form and use comparative and superlative adjectives and adverbs.

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>

OBJECTIVE      3.GC-M.2d.      Capitalize appropriate words in titles.

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.3.</b>	<b>Use knowledge of spelling in writing.</b>

OBJECTIVE      3.GC-M.3a.      Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

OBJECTIVE      3.GC-M.3b.      Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.

OBJECTIVE      3.GC-M.3c.      Spell high-frequency irregular words correctly (e.g., who, what, why).

The Fox and the Crow, Part 1

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA      3.RC-TC.1.      Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
--	----------------	---

GLE / BIG IDEA      3.RC-V.2.      Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
--	-----------------	------------------------------

GLE / BIG IDEA      3.RC-TE.3.      Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA      3.RC-RF.4.      Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-L.</b>	<b>Literature (L)</b>
--	----------------	-----------------------

<b>GLE / BIG IDEA</b>	<b>3.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>
-----------------------	------------------	--

OBJECTIVE      3.RC-L.5a.      Describe key details from stories (including folktales, fables, and tall tales) from diverse cultures and explain how they support the central lesson, moral, or theme.

OBJECTIVE      3.RC-L.5b.      Explain how characters develop (e.g., their traits, motivations, or feelings) throughout the text.

OBJECTIVE	3.RC-L.5d.	Explain the difference between a narrator's point of view and various characters' perspectives in stories.
OBJECTIVE	3.RC-L.5e.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
<b>STANDARD / COURSE</b>	<b>3.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	3.VD-WB.2b.	Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
<b>STANDARD / COURSE</b>	<b>3.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	3.VD-AV.3.	Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>3.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	3.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.
<b>STANDARD / COURSE</b>	<b>3.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	3.W-RW.4.	Write personal or fictional stories that recount an event or experience, include details to develop the characters or event(s), and provide a sense of closure.
<b>STANDARD / COURSE</b>	<b>3.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>

GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
----------------	-------------	--

GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.
----------------	-------------	--

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>

OBJECTIVE	3.GC-GU.1b.	Form and use comparative and superlative adjectives and adverbs.
-----------	-------------	--

OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.
-----------	-------------	--

The Fox and the Crow, Part 2

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
--	-----------------	------------------------------

GLE / BIG IDEA	3.RC-TE.3.	Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.
----------------	------------	--

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA	3.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).
----------------	------------	---

**STANDARD / COURSE**      **3.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
--	-----------------	--

GLE / BIG IDEA	3.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.
----------------	------------	--

**STANDARD / COURSE**      **3.W-**      **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	3.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	3.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.
GLE / BIG IDEA	3.W-RW.4.	Write personal or fictional stories that recount an event or experience, include details to develop the characters or event(s), and provide a sense of closure.
GLE / BIG IDEA	3.W-RW.5.	Group related information within a paragraph, using common linking words and phrases to connect ideas and information.
GLE / BIG IDEA	3.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **3.ODC-**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	3.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	3.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	3.GC-GU.1.	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	3.GC-GU.1b.	Form and use comparative and superlative adjectives and adverbs.
OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	3.GC-M.	Mechanics (M)
GLE / BIG IDEA	3.GC-M.2.	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>
OBJECTIVE	3.GC-M.2d.	Capitalize appropriate words in titles.

**STANDARD / COURSE**      **3.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.3.</b>	<b>Use knowledge of spelling in writing.</b>
OBJECTIVE	3.GC-M.3a.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
OBJECTIVE	3.GC-M.3b.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.
OBJECTIVE	3.GC-M.3c.	Spell high-frequency irregular words correctly (e.g., who, what, why).

The Theft of Thor's Hammer, Part 1

**Idaho Content Standards**  
**Language Arts**  
 Grade 3 - Adopted: 2022

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
GLE / BIG IDEA	3.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
GLE / BIG IDEA	3.RC-V.2.	Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	3.RC-TE.3.	Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.

**STANDARD / COURSE**      **3.RC-**      **Reading Comprehension Strand**



<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA 3.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).

**STANDARD / COURSE 3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>3.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>

OBJECTIVE 3.RC-L.5a. Describe key details from stories (including folktales, fables, and tall tales) from diverse cultures and explain how they support the central lesson, moral, or theme.

OBJECTIVE 3.RC-L.5b. Explain how characters develop (e.g., their traits, motivations, or feelings) throughout the text.

OBJECTIVE 3.RC-L.5d. Explain the difference between a narrator's point of view and various characters' perspectives in stories.

OBJECTIVE 3.RC-L.5e. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

**STANDARD / COURSE 3.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
--	-----------------	---------------------------------

GLE / BIG IDEA 3.VD-AV.3. Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.

**STANDARD / COURSE 3.RS- Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
--	-----------------	--

GLE / BIG IDEA 3.RS-IP.1. Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.

**STANDARD / COURSE 3.W- Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
--	----------------	------------------------------

GLE / BIG IDEA	3.W-RW.4.	Write personal or fictional stories that recount an event or experience, include details to develop the characters or event(s), and provide a sense of closure.
----------------	-----------	---

**STANDARD / COURSE**      **3.ODC- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
--	------------------	---------------------------------

GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
----------------	-------------	--

GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.
----------------	-------------	--

**STANDARD / COURSE**      **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
--	-----------------	-------------------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
-----------------------	-------------------	--

OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.
-----------	-------------	--

The Theft of Thor's Hammer, Part 2

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE**      **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
--	-----------------	------------------------------

GLE / BIG IDEA	3.RC-TE.3.	Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.
----------------	------------	--

**STANDARD / COURSE**      **3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA	3.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).
----------------	------------	---

**STANDARD / COURSE**      **3.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>

OBJECTIVE 3.VD-WB.2b. Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**STANDARD / COURSE 3.RS- Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
--	-----------------	--

GLE / BIG IDEA 3.RS-IP.1. Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.

**STANDARD / COURSE 3.W- Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
--	----------------	------------------------------

GLE / BIG IDEA 3.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.

GLE / BIG IDEA 3.W-RW.4. Write personal or fictional stories that recount an event or experience, include details to develop the characters or event(s), and provide a sense of closure.

GLE / BIG IDEA 3.W-RW.5. Group related information within a paragraph, using common linking words and phrases to connect ideas and information.

GLE / BIG IDEA 3.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE 3.ODC- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
--	------------------	---------------------------------

GLE / BIG IDEA 3.ODC-OC.4. Report orally 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.

**STANDARD / COURSE 3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
--	-----------------	-------------------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
-----------------------	-------------------	--

OBJECTIVE 3.GC-GU.1b. Form and use comparative and superlative adjectives and adverbs.

OBJECTIVE 3.GC-GU.1c. Use collective nouns (e.g., family, crew, assembly) matched to plural verb forms.

OBJECTIVE 3.GC-GU.1h. Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.

**STANDARD / COURSE 3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
--	----------------	----------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>
-----------------------	------------------	---

OBJECTIVE 3.GC-M.2d. Capitalize appropriate words in titles.

**STANDARD / COURSE 3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
--	----------------	----------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-M.3.</b>	<b>Use knowledge of spelling in writing.</b>
-----------------------	------------------	--

OBJECTIVE 3.GC-M.3a. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

OBJECTIVE 3.GC-M.3b. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.

OBJECTIVE 3.GC-M.3c. Spell high-frequency irregular words correctly (e.g., who, what, why).

Tornadoes

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE 3.RC- Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA	3.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
GLE / BIG IDEA	3.RC-V.2.	Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	3.RC-TE.3.	Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
GLE / BIG IDEA	3.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>3.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	3.RC-NF.6a.	Describe key details from texts and explain how they support the central idea.
OBJECTIVE	3.RC-NF.6d.	Explain the logical connection between particular facts and reasons in texts.
<b>STANDARD / COURSE</b>	<b>3.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>

GLE / BIG IDEA	3.VD-AV.3.	Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>3.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	3.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.
<b>STANDARD / COURSE</b>	<b>3.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	3.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>3.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	3.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.
GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
GLE / BIG IDEA	3.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>3.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.

**STANDARD / COURSE**     **3.ODC- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-DC.</b>	<b>Digital Communications (DC)</b>
--	------------------	------------------------------------

GLE / BIG IDEA     3.ODC-DC.5.     With support, evaluate whether a digital source is factual or not by considering its use of evidence.

**STANDARD / COURSE**     **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
--	-----------------	-------------------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
-----------------------	-------------------	--

OBJECTIVE     3.GC-GU.1b.     Form and use comparative and superlative adjectives and adverbs.

OBJECTIVE     3.GC-GU.1h.     Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.

**STANDARD / COURSE**     **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
--	----------------	----------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>
-----------------------	------------------	---

OBJECTIVE     3.GC-M.2d.     Capitalize appropriate words in titles.

**STANDARD / COURSE**     **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
--	----------------	----------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-M.3.</b>	<b>Use knowledge of spelling in writing.</b>
-----------------------	------------------	--

OBJECTIVE     3.GC-M.3a.     Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

OBJECTIVE     3.GC-M.3b.     Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.

OBJECTIVE     3.GC-M.3c.     Spell high-frequency irregular words correctly (e.g., who, what, why).

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE      3.RC-      Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA      3.RC-TC.1.      Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

**STANDARD / COURSE      3.RC-      Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
--	----------------	---

GLE / BIG IDEA      3.RC-V.2.      Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.

**STANDARD / COURSE      3.RC-      Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
--	-----------------	------------------------------

GLE / BIG IDEA      3.RC-TE.3.      Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.

**STANDARD / COURSE      3.RC-      Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
--	-----------------	-----------------------------

GLE / BIG IDEA      3.RC-RF.4.      Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).

**STANDARD / COURSE      3.RC-      Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
--	-----------------	-----------------------------

<b>GLE / BIG IDEA</b>	<b>3.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
-----------------------	-------------------	--

OBJECTIVE      3.RC-NF.6a.      Describe key details from texts and explain how they support the central idea.



OBJECTIVE	3.RC-NF.6b.	Describe the relationship between a series of events, concepts, steps, or procedures in historical, scientific, or technical texts, using words that pertain to comparison, sequence, or cause/effect.
OBJECTIVE	3.RC-NF.6c.	Describe major structural differences between the organization of different informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect).
OBJECTIVE	3.RC-NF.6d.	Explain the logical connection between particular facts and reasons in texts.
<b>STANDARD / COURSE</b>	<b>3.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	3.VD-AV.3.	Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>3.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	3.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.
<b>STANDARD / COURSE</b>	<b>3.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	3.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>3.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
<b>STANDARD / COURSE</b>	<b>3.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>

GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
----------------	-------------	--

GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.
----------------	-------------	--

**STANDARD / COURSE**      **3.ODC- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-DC.</b>	<b>Digital Communications (DC)</b>
--	------------------	------------------------------------

GLE / BIG IDEA	3.ODC-DC.5.	With support, evaluate whether a digital source is factual or not by considering its use of evidence.
----------------	-------------	---

**STANDARD / COURSE**      **3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
--	-----------------	-------------------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
-----------------------	-------------------	--

OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.
-----------	-------------	--

Treasure Map, Part 2

**Idaho Content Standards  
Language Arts  
Grade 3 - Adopted: 2022**

**STANDARD / COURSE**      **3.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
--	-----------------	---------------------------

<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
-----------------------	-------------------	---

OBJECTIVE	3.VD-WB.2b.	Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
-----------	-------------	---

**STANDARD / COURSE**      **3.W- Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
--	----------------	------------------------------

GLE / BIG IDEA	3.W-RW.3.	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.
----------------	-----------	---

GLE / BIG IDEA	3.W-RW.5.	Group related information within a paragraph, using common linking words and phrases to connect ideas and information.
----------------	-----------	--

GLE / BIG IDEA	3.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)
----------------	-----------	---

**STANDARD / COURSE**     **3.GC-**     **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>

OBJECTIVE	3.GC-GU.1b.	Form and use comparative and superlative adjectives and adverbs.
-----------	-------------	--

**STANDARD / COURSE**     **3.GC-**     **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>

OBJECTIVE	3.GC-M.2d.	Capitalize appropriate words in titles.
-----------	------------	---

**STANDARD / COURSE**     **3.GC-**     **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.3.</b>	<b>Use knowledge of spelling in writing.</b>

OBJECTIVE	3.GC-M.3a.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
-----------	------------	---

OBJECTIVE	3.GC-M.3b.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.
-----------	------------	---

OBJECTIVE	3.GC-M.3c.	Spell high-frequency irregular words correctly (e.g., who, what, why).
-----------	------------	--

William Penn, Part 1

**Idaho Content Standards**  
**Language Arts**  
 Grade 3 - Adopted: 2022

**STANDARD / COURSE**     **3.RC-**     **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TC.</b>	<b>Text Complexity (TC)</b>
GLE / BIG IDEA	3.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-V.</b>	<b>Volume of Reading to Build Knowledge (V)</b>
GLE / BIG IDEA	3.RC-V.2.	Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	3.RC-TE.3.	Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-RF.</b>	<b>Reading Fluency (RF)</b>
GLE / BIG IDEA	3.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).
<b>STANDARD / COURSE</b>	<b>3.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>3.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	3.RC-NF.6a.	Describe key details from texts and explain how they support the central idea.
OBJECTIVE	3.RC-NF.6d.	Explain the logical connection between particular facts and reasons in texts.
OBJECTIVE	3.RC-NF.6e.	Compare and contrast important points and key supporting details presented in two texts on the same topic.

**STANDARD / COURSE**      **3.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>

OBJECTIVE      3.VD-WB.2b.      Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**STANDARD / COURSE**      **3.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
--	-----------------	---------------------------------

GLE / BIG IDEA      3.VD-AV.3.      Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.

**STANDARD / COURSE**      **3.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
--	-----------------	--

GLE / BIG IDEA      3.RS-IP.1.      Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.

**STANDARD / COURSE**      **3.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
--	-----------------	---

GLE / BIG IDEA      3.RS-DR.2.      Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

**STANDARD / COURSE**      **3.W-**      **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
--	----------------	------------------------------

GLE / BIG IDEA      3.W-RW.3.      Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.

**STANDARD / COURSE**      **3.ODC-**      **Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	3.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.
GLE / BIG IDEA	3.ODC-OC.4.	Report orally 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.
<b>STANDARD / COURSE</b>	<b>3.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.ODC-DC.</b>	<b>Digital Communications (DC)</b>
GLE / BIG IDEA	3.ODC-DC.5.	With support, evaluate whether a digital source is factual or not by considering its use of evidence.
<b>STANDARD / COURSE</b>	<b>3.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	3.GC-GU.1b.	Form and use comparative and superlative adjectives and adverbs.
OBJECTIVE	3.GC-GU.1h.	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.
<b>STANDARD / COURSE</b>	<b>3.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>3.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>
OBJECTIVE	3.GC-M.2d.	Capitalize appropriate words in titles.
William Penn, Part 2		
<b>Idaho Content Standards</b> <b>Language Arts</b> Grade 3 - Adopted: 2022		
<b>STANDARD / COURSE</b>	<b>3.VD-</b>	<b>Vocabulary Development Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>3.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>

OBJECTIVE 3.VD-WB.2b. Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**STANDARD / COURSE 3.W- Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.W-RW.</b>	<b>Range of Writing (RW)</b>
--	----------------	------------------------------

GLE / BIG IDEA 3.W-RW.3. Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.

GLE / BIG IDEA 3.W-RW.5. Group related information within a paragraph, using common linking words and phrases to connect ideas and information.

GLE / BIG IDEA 3.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE 3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
--	-----------------	-------------------------------

**GLE / BIG IDEA 3.GC-GU.1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.**

OBJECTIVE 3.GC-GU.1b. Form and use comparative and superlative adjectives and adverbs.

**STANDARD / COURSE 3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
--	----------------	----------------------

**GLE / BIG IDEA 3.GC-M.2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.**

OBJECTIVE 3.GC-M.2d. Capitalize appropriate words in titles.

**STANDARD / COURSE 3.GC- Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>3.GC-M.</b>	<b>Mechanics (M)</b>
--	----------------	----------------------

<b>GLE / BIG IDEA</b>	<b>3.GC-M.3.</b>	<b>Use knowledge of spelling in writing.</b>
OBJECTIVE	3.GC-M.3a.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
OBJECTIVE	3.GC-M.3b.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.
OBJECTIVE	3.GC-M.3c.	Spell high-frequency irregular words correctly (e.g., who, what, why).