

**Main Criteria:** Adventures in Writing  
**Secondary Criteria:** Illinois Learning Standards  
**Subject:** Language Arts  
**Grade:** 3

## Adventures in Writing

Benjamin Franklin's Lightning Rod

**Illinois Learning Standards**  
**Language Arts**  
 Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE	Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE	Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE	Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE	Range of Reading and Level of Text Complexity
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.1    Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.4    Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.6    Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 1    Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 2    Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 3    Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

STANDARD	RF.3.4.a	Read on-level text with purpose and understanding.
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STANDARD	RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

STANDARD	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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STANDARD	W.3.2.b	Develop the topic with facts, definitions, and details.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.4</b>	<b>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</b>

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.5</b>	<b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.6</b>	<b>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</b>
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.10</b>	<b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
STANDARD	SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
STANDARD	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
STANDARD	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>SL.3.2</b>	<b>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b>

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>SL.3.4</b>	<b>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>SL.3.6</b>	<b>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</b>

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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STANDARD	L.3.1.h	Use coordinating and subordinating conjunctions.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

STANDARD	L.3.2.a	Capitalize appropriate words in titles.
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STANDARD	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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STANDARD	L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

STANDARD	L.3.3.a	Choose words and phrases for effect.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

STANDARD	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

STANDARD	L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Language Standards</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Vocabulary Acquisition and Use</b>	
DESCRIPTOR / CONTENT DISCIPLINE	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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**Illinois Learning Standards**  
**Language Arts**  
Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Key Ideas and Details</b>	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Craft and Structure</b>	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Integration of Knowledge and Ideas</b>	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.



**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.R. 10 Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		<b>Phonics and Word Recognition</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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STANDARD RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.

STANDARD RF.3.3.b Decode words with common Latin suffixes.

**STATE GOAL / DISCIPLINARY CONCEPT** **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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STANDARD RF.3.4.a Read on-level text with purpose and understanding.

STANDARD RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STATE GOAL / DISCIPLINARY CONCEPT** **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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STANDARD W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

STANDARD W.3.2.b Develop the topic with facts, definitions, and details.

STANDARD W.3.2.d Provide a concluding statement or section.

**STATE GOAL / DISCIPLINARY CONCEPT** **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

DESCRIPTOR / CONTENT DISCIPLINE W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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STANDARD	SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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STANDARD	SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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STANDARD	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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STANDARD	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
STANDARD	L.3.1.d	Form and use regular and irregular verbs.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
STANDARD	L.3.2.a	Capitalize appropriate words in titles.
STANDARD	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
STANDARD	L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
STANDARD	L.3.3.a	Choose words and phrases for effect.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
STANDARD	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.

STANDARD	L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

STANDARD	L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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**Illinois Learning Standards**

**Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**



<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W.10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.1    Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.4    Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.6    Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L.1    Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L.2    Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Phonics and Word Recognition</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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STANDARD	RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
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STANDARD	RF.3.3.b	Decode words with common Latin suffixes.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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STANDARD	RF.3.4.a	Read on-level text with purpose and understanding.
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STANDARD	RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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STANDARD	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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STANDARD	W.3.2.b	Develop the topic with facts, definitions, and details.
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STANDARD	W.3.2.d	Provide a concluding statement or section.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DESCRIPTOR / CONTENT DISCIPLINE	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD	SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
STANDARD	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
STANDARD	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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STANDARD	L.3.1.d	Form and use regular and irregular verbs.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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STANDARD	L.3.2.a	Capitalize appropriate words in titles.
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STANDARD	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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STANDARD	L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

STANDARD L.3.3.a Choose words and phrases for effect.

**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

STANDARD L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

STANDARD L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

STANDARD L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.6</b>	<b>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</b>

Hannibal's War

**Illinois Learning Standards  
Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT** **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		<b>Fluency</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RF.3.4	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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STANDARD	RF.3.4.a	Read on-level text with purpose and understanding.
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STANDARD	RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

STANDARD      W.3.2.a      Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

STANDARD      W.3.2.b      Develop the topic with facts, definitions, and details.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.4</b>	<b>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</b>

DESCRIPTOR /  
CONTENT  
DISCIPLINE      W.3.5      With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

DESCRIPTOR /  
CONTENT  
DISCIPLINE      W.3.6      With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.10</b>	<b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>

STANDARD      SL.3.1.a      Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

STANDARD	SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
STANDARD	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
STANDARD	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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STANDARD	L.3.2.a	Capitalize appropriate words in titles.
STANDARD	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
STANDARD	L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STANDARD	L.3.3.a	Choose words and phrases for effect.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

STANDARD	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

STANDARD	L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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DESCRIPTOR / CONTENT DISCIPLINE	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Language Arts

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 2    Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 5    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 6    Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.1    Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.4    Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**



<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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STANDARD	RF.3.4.a	Read on-level text with purpose and understanding.
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STANDARD	RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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STANDARD W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

STANDARD W.3.2.b Develop the topic with facts, definitions, and details.

STANDARD W.3.2.d Provide a concluding statement or section.

**STATE GOAL / DISCIPLINARY CONCEPT** **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

DESCRIPTOR / CONTENT DISCIPLINE W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT** **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT** **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE **SL.3.1** **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**

STANDARD SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

STANDARD SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

STANDARD	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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STANDARD	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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STANDARD	L.3.1.d	Form and use regular and irregular verbs.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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STANDARD	L.3.2.a	Capitalize appropriate words in titles.
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STANDARD	L.3.2.b	Use commas in addresses.
STANDARD	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
STANDARD	L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STANDARD	L.3.3.a	Choose words and phrases for effect.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

STANDARD	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

STANDARD	L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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DESCRIPTOR / CONTENT DISCIPLINE	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Language Arts

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 2    Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 5    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 6    Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.1    Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.4    Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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STANDARD	RF.3.4.a	Read on-level text with purpose and understanding.
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STANDARD	RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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STANDARD W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

STANDARD W.3.2.b Develop the topic with facts, definitions, and details.

STANDARD W.3.2.d Provide a concluding statement or section.

**STATE GOAL / DISCIPLINARY CONCEPT** **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

DESCRIPTOR / CONTENT DISCIPLINE W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT** **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT** **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE **SL.3.1** **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**

STANDARD SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

STANDARD SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

STANDARD	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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STANDARD	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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STANDARD	L.3.1.d	Form and use regular and irregular verbs.
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STANDARD	L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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STANDARD	L.3.2.a	Capitalize appropriate words in titles.
STANDARD	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
STANDARD	L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

STANDARD	L.3.3.a	Choose words and phrases for effect.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

STANDARD	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

STANDARD	L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.6</b>	<b>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</b>
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**Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 2    Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 5    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 6    Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.1    Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.4    Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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STANDARD	RF.3.4.a	Read on-level text with purpose and understanding.
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STANDARD	RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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STANDARD W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

STANDARD W.3.2.b Develop the topic with facts, definitions, and details.

STANDARD W.3.2.d Provide a concluding statement or section.

**STATE GOAL / DISCIPLINARY CONCEPT** **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

DESCRIPTOR / CONTENT DISCIPLINE W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT** **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT** **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE **SL.3.1** **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**

STANDARD SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

STANDARD SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).



STANDARD	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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STANDARD	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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STANDARD	L.3.1.d	Form and use regular and irregular verbs.
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STANDARD	L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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STANDARD	L.3.2.a	Capitalize appropriate words in titles.
STANDARD	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
STANDARD	L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STANDARD	L.3.3.a	Choose words and phrases for effect.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

STANDARD	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

STANDARD	L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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DESCRIPTOR / CONTENT DISCIPLINE	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Language Arts

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
-----------------------------------------------	--	--------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
-----------------------------------------------	--	-----------------------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
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DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.S L.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
STANDARD	RF.3.4.a	Read on-level text with purpose and understanding.
STANDARD	RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Writing Standards</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Production and Distribution of Writing</b>	
DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Writing Standards</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Research to Build and Present Knowledge</b>	
DESCRIPTOR / CONTENT DISCIPLINE	W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Writing Standards</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Range of Writing</b>	
DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Speaking and Listening Standards</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Comprehension and Collaboration</b>	
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
STANDARD	SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

STANDARD	SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
STANDARD	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
STANDARD	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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STANDARD	L.3.3.a	Choose words and phrases for effect.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

STANDARD	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

STANDARD	L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Mayflower, Part 2

**Illinois Learning Standards**

**Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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STANDARD	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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STANDARD	W.3.2.b	Develop the topic with facts, definitions, and details.
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STANDARD	W.3.2.d	Provide a concluding statement or section.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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STANDARD	L.3.1.d	Form and use regular and irregular verbs.
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STANDARD	L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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STANDARD	L.3.2.a	Capitalize appropriate words in titles.
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STANDARD	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
STANDARD	L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

STANDARD L.3.3.a Choose words and phrases for effect.

My Friend, Part 1

**Illinois Learning Standards  
Language Arts  
Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013**

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
-----------------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
-----------------------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
-----------------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Language**

LEARNING STANDARD / DISCIPLINE		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Text Types and Purposes</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.3.2	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

STANDARD	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    W.3.10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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STANDARD                      SL.3.1.a    Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

STANDARD                      SL.3.1.b    Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

STANDARD                      SL.3.1.c    Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

STANDARD                      SL.3.1.d    Explain their own ideas and understanding in light of the discussion.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE    SL.3.4    Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

DESCRIPTOR / CONTENT DISCIPLINE    SL.3.6    Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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STANDARD                      L.3.3.a    Choose words and phrases for effect.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and  
CONTENT phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for  
DISCIPLINE them).

My Friend, Part 2

**Illinois Learning Standards**

**Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately  
CONTENT 2 through the effective selection, organization, and analysis of content.  
DISCIPLINE

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
-----------------------------------------------	--	-----------------------------------------------

DESCRIPTOR / CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,  
CONTENT 4 purpose, and audience.  
DISCIPLINE

DESCRIPTOR / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
CONTENT 5  
DISCIPLINE

DESCRIPTOR / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  
CONTENT 6  
DISCIPLINE

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a  
CONTENT 10 single sitting or a day or two) for a range of tasks, purposes, and audiences.  
DISCIPLINE



**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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STANDARD	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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STANDARD	W.3.2.b	Develop the topic with facts, definitions, and details.
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STANDARD	W.3.2.d	Provide a concluding statement or section.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

LEARNING STANDARD / DISCIPLINE		<b>Conventions of Standard English</b>
DESCRIPTOR / CONTENT DISCIPLINE	L.3.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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STANDARD	L.3.1.d	Form and use regular and irregular verbs.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

LEARNING STANDARD / DISCIPLINE		<b>Conventions of Standard English</b>
DESCRIPTOR / CONTENT DISCIPLINE	L.3.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

STANDARD	L.3.2.a	Capitalize appropriate words in titles.
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STANDARD	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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STANDARD	L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

LEARNING STANDARD / DISCIPLINE		<b>Knowledge of Language</b>
DESCRIPTOR / CONTENT DISCIPLINE	L.3.3	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

STANDARD	L.3.3.a	Choose words and phrases for effect.
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My House, Part 1

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 4    Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 2    Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 5    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.1    Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.4    Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.6    Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 1    Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 3    Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 6    Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE    RI.3.4    Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

STANDARD      W.3.2.a      Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE      W.3.4      With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE      W.3.5      With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE      W.3.10      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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**DESCRIPTOR / CONTENT DISCIPLINE**      **SL.3.1**      **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**

STANDARD      SL.3.1.a      Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

STANDARD      SL.3.1.b      Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

STANDARD      SL.3.1.c      Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

STANDARD      SL.3.1.d      Explain their own ideas and understanding in light of the discussion.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
DESCRIPTOR / CONTENT DISCIPLINE	L.3.3	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

STANDARD L.3.3.a Choose words and phrases for effect.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / CONTENT DISCIPLINE	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

My House, Part 2

**Illinois Learning Standards**  
**Language Arts**  
Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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STANDARD	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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STANDARD	W.3.2.b	Develop the topic with facts, definitions, and details.
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STANDARD	W.3.2.d	Provide a concluding statement or section.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DESCRIPTOR / CONTENT DISCIPLINE	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
DESCRIPTOR / CONTENT DISCIPLINE	L.3.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
STANDARD	L.3.1.d	Form and use regular and irregular verbs.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
DESCRIPTOR / CONTENT DISCIPLINE	L.3.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
STANDARD	L.3.2.a	Capitalize appropriate words in titles.



STANDARD	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
STANDARD	L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

STANDARD L.3.3.a Choose words and phrases for effect.

Nile River, Yangtze River

**Illinois Learning Standards**

**Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 7    Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 10    Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 5    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.1    Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.4    Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.6    Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 1    Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 3    Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 4    Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 6    Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE    RI.3.2    Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE    RI.3.4    Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Phonics and Word Recognition</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RF.3.3	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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STANDARD	RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
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STANDARD	RF.3.3.b	Decode words with common Latin suffixes.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RF.3.4	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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STANDARD	RF.3.4.a	Read on-level text with purpose and understanding.
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STANDARD	RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		<b>Comprehension and Collaboration</b>
DESCRIPTOR / CONTENT DISCIPLINE	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>

STANDARD	SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
STANDARD	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
STANDARD	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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STANDARD L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

STANDARD L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

STANDARD L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

STANDARD L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.6</b>	<b>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</b>

Orchestra and Conductor

**Illinois Learning Standards  
Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.1    Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.4    Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.6    Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L.1    Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L.3    Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L.4    Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.



DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Reading Standards for Informational Text</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Key Ideas and Details</b>	
DESCRIPTOR / CONTENT DISCIPLINE	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Reading Standards for Informational Text</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Craft and Structure</b>	
DESCRIPTOR / CONTENT DISCIPLINE	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Reading Standards for Informational Text</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Integration of Knowledge and Ideas</b>	
DESCRIPTOR / CONTENT DISCIPLINE	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
DESCRIPTOR / CONTENT DISCIPLINE	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Reading Standards for Informational Text</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Range of Reading and Level of Text Complexity</b>	
DESCRIPTOR / CONTENT DISCIPLINE	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>Reading Standards: Foundational Skills</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Phonics and Word Recognition</b>	

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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STANDARD RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.

STANDARD RF.3.3.b Decode words with common Latin suffixes.

**STATE GOAL / DISCIPLINARY CONCEPT** **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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STANDARD RF.3.4.a Read on-level text with purpose and understanding.

STANDARD RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STATE GOAL / DISCIPLINARY CONCEPT** **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STATE GOAL / DISCIPLINARY CONCEPT** **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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STANDARD SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

STANDARD SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

STANDARD SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

STANDARD SL.3.1.d Explain their own ideas and understanding in light of the discussion.

**STATE GOAL / DISCIPLINARY CONCEPT** **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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STANDARD	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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STANDARD	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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STANDARD	L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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STANDARD L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roanoke, Part 1

**Illinois Learning Standards**

**Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		<b>Research to Build and Present Knowledge</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W.10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.1    Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.2    Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.4    Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.6    Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L.1    Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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STANDARD	RF.3.4.a	Read on-level text with purpose and understanding.
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STANDARD	RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**



<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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STANDARD	SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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STANDARD	SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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STANDARD	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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STANDARD	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

STANDARD      L.3.1.a      Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

STANDARD      L.3.1.d      Form and use regular and irregular verbs.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

STANDARD      L.3.3.a      Choose words and phrases for effect.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

STANDARD      L.3.4.a      Use sentence-level context as a clue to the meaning of a word or phrase.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

STANDARD      L.3.5.a      Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Roanoke, Part 2

Illinois Learning Standards

Language Arts

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Text Types and Purposes</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.3.2	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

STANDARD	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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STANDARD	W.3.2.b	Develop the topic with facts, definitions, and details.
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STANDARD	W.3.2.d	Provide a concluding statement or section.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

STANDARD L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

STANDARD L.3.1.d Form and use regular and irregular verbs.

**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

STANDARD L.3.2.a Capitalize appropriate words in titles.

STANDARD L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

STANDARD L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

STANDARD L.3.3.a Choose words and phrases for effect.

Roman Colosseum

**Illinois Learning Standards  
Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		
<b>College and Career Readiness Anchor Standards for Reading</b>		
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		
<b>College and Career Readiness Anchor Standards for Reading</b>		
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		
<b>College and Career Readiness Anchor Standards for Reading</b>		
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Research to Build and Present Knowledge</b>	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Range of Writing</b>	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Comprehension and Collaboration</b>	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Presentation of Knowledge and Ideas</b>	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>Conventions of Standard English</b>	

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**



<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	RF.3.4	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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<b>STANDARD</b>	RF.3.4.a	Read on-level text with purpose and understanding.
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<b>STANDARD</b>	RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	W.3.2	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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<b>STANDARD</b>	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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<b>STANDARD</b>	W.3.2.b	Develop the topic with facts, definitions, and details.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DESCRIPTOR / CONTENT DISCIPLINE	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.1	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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STANDARD	SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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STANDARD	SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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STANDARD	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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STANDARD	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
-----------------------------------------------	--	--------------------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE      SL.3.6      Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
-----------------------------------------------	--	----------------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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STANDARD      L.3.2.a      Capitalize appropriate words in titles.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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STANDARD      L.3.3.a      Choose words and phrases for effect.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
-----------------------------------------------	--	---------------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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STANDARD      L.3.4.a      Use sentence-level context as a clue to the meaning of a word or phrase.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
-----------------------------------------------	--	---------------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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STANDARD      L.3.5.a      Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and  
CONTENT phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for  
DISCIPLINE them).

Roman Hoplite, American Quarter Horse

**Illinois Learning Standards**

**Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
---------------------------------------	--	------------------------------

DESCRIPTOR / CCRA.R. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details  
CONTENT 2 and ideas.  
DISCIPLINE

DESCRIPTOR / CCRA.R. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  
CONTENT 3  
DISCIPLINE

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CCRA.R. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative  
CONTENT 4 meanings, and analyze how specific word choices shape meaning or tone.  
DISCIPLINE

DESCRIPTOR / CCRA.R. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a  
CONTENT 5 section, chapter, scene, or stanza) relate to each other and the whole.  
DISCIPLINE

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	-------------------------------------------

DESCRIPTOR / CCRA.R. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well  
CONTENT 7 as in words.  
DISCIPLINE

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
-----------------------------------------------	--	------------------------------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.R.  
10

Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
-----------------------------------------------	--	-----------------------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W.  
5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
-----------------------------------------------	--	----------------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.S.  
L.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
-----------------------------------------------	--	--------------------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.S.  
L.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.S.  
L.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
-----------------------------------------------	--	----------------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.L.  
1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
-----------------------------------------------	--	------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.L.  
3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
-----------------------------------------------	--	---------------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.L.  
4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.L.  
6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
-----------------------------------------------	--	------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.3.2

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
-----------------------------------------------	--	----------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.3.4

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
-----------------------------------------------	--	-------------------------------------------

DESCRIPTOR /  
CONTENT  
DISCIPLINE

RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

DESCRIPTOR / CONTENT DISCIPLINE	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

LEARNING STANDARD / DISCIPLINE		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards: Foundational Skills**

LEARNING STANDARD / DISCIPLINE		<b>Fluency</b>
--------------------------------	--	----------------

DESCRIPTOR / CONTENT DISCIPLINE	RF.3.4	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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STANDARD	RF.3.4.a	Read on-level text with purpose and understanding.
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STANDARD	RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Production and Distribution of Writing</b>
--------------------------------	--	-----------------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Speaking and Listening Standards**

LEARNING STANDARD / DISCIPLINE		<b>Comprehension and Collaboration</b>
--------------------------------	--	----------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	SL.3.1	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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STANDARD	SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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STANDARD	SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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STANDARD	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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STANDARD	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
-----------------------------------------------	--	----------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
-----------------------------------------------	--	--------------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
-----------------------------------------------	--	----------------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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STANDARD	L.3.1.d	Form and use regular and irregular verbs.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
-----------------------------------------------	--	---------------------------------------

<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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STANDARD	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

STANDARD L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
-----------------------------------------------	--	---------------------------------------

DESCRIPTOR / L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).  
CONTENT  
DISCIPLINE

Rooster, Part 1

**Illinois Learning Standards**

**Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
-----------------------------------------------	--	------------------------------

DESCRIPTOR / CCRA.R. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  
CONTENT 2  
DISCIPLINE

DESCRIPTOR / CCRA.R. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  
CONTENT 3  
DISCIPLINE

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
-----------------------------------------------	--	----------------------------

DESCRIPTOR / CCRA.R. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  
CONTENT 4  
DISCIPLINE

DESCRIPTOR / CCRA.R. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  
CONTENT 5  
DISCIPLINE

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 10 Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
---------------------------------------	--	--------------------------------

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
---------------------------------------	--	-------------------------

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
---------------------------------------	--	----------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.1    Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
---------------------------------------	--	--------------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.4    Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.6    Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
---------------------------------------	--	----------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L.1    Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L.3    Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
---------------------------------------	--	---------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L.4    Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
---------------------------------------	--	----------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
---------------------------------------	--	-------------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
---------------------------------------	--	------------------------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

STANDARD	RF.3.4.a	Read on-level text with purpose and understanding.
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STANDARD	RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
---------------------------------------	--	-----------------------------------------------

DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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STANDARD	SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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STANDARD	SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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STANDARD	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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STANDARD	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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STANDARD	L.3.1.d	Form and use regular and irregular verbs.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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STANDARD	L.3.3.a	Choose words and phrases for effect.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

STANDARD L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

STANDARD L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.6</b>	<b>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</b>

Rooster, Part 2

**Illinois Learning Standards**

**Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>CCRA.W. 2</b>	<b>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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STANDARD	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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STANDARD	W.3.2.b	Develop the topic with facts, definitions, and details.
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STANDARD	W.3.2.d	Provide a concluding statement or section.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DESCRIPTOR / CONTENT DISCIPLINE	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

LEARNING STANDARD / DISCIPLINE		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		<b>Conventions of Standard English</b>
DESCRIPTOR / CONTENT DISCIPLINE	L.3.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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STANDARD	L.3.1.d	Form and use regular and irregular verbs.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

LEARNING STANDARD / DISCIPLINE		<b>Conventions of Standard English</b>
DESCRIPTOR / CONTENT DISCIPLINE	L.3.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

STANDARD	L.3.2.a	Capitalize appropriate words in titles.
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STANDARD	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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STANDARD	L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

STANDARD L.3.3.a Choose words and phrases for effect.

The Fox and the Crow, Part 1

**Illinois Learning Standards  
Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 6 Assess how point of view or purpose shapes the content and style of a text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

LEARNING STANDARD / DISCIPLINE		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

LEARNING STANDARD / DISCIPLINE		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

LEARNING STANDARD / DISCIPLINE		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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DESCRIPTOR / CONTENT DISCIPLINE	RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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DESCRIPTOR / CONTENT DISCIPLINE	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
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DESCRIPTOR / CONTENT DISCIPLINE	RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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DESCRIPTOR / CONTENT DISCIPLINE	RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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DESCRIPTOR / CONTENT DISCIPLINE	RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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DESCRIPTOR / CONTENT DISCIPLINE	RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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DESCRIPTOR / CONTENT DISCIPLINE	RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

STANDARD RF.3.4.a Read on-level text with purpose and understanding.

STANDARD RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STATE GOAL / DISCIPLINARY CONCEPT** **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

STANDARD W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

STANDARD W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**STATE GOAL / DISCIPLINARY CONCEPT** **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STATE GOAL / DISCIPLINARY CONCEPT** **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT** **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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STANDARD	SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
STANDARD	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
STANDARD	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
STANDARD	L.3.1.d	Form and use regular and irregular verbs.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

STANDARD L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

STANDARD L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.6</b>	<b>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</b>

The Fox and the Crow, Part 2

**Illinois Learning Standards  
Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>CCRA.R. 2</b>	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE	3	CCRA.W. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	4	CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	5	CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DESCRIPTOR / CONTENT DISCIPLINE	6	CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
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DESCRIPTOR / CONTENT DISCIPLINE	9	CCRA.W. Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	10	CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	L.4	CCRA.S. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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DESCRIPTOR / CONTENT DISCIPLINE	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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STANDARD	W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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STANDARD	W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

STANDARD	L.3.2.a	Capitalize appropriate words in titles.
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STANDARD	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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STANDARD	L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

STANDARD	L.3.3.a	Choose words and phrases for effect.
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The Theft of Thor's Hammer, Part 1

**Illinois Learning Standards**

**Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 4    Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 5    Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 6    Assess how point of view or purpose shapes the content and style of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 7    Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 10    Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 3    Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>		
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>		
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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DESCRIPTOR / CONTENT DISCIPLINE	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
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DESCRIPTOR / CONTENT DISCIPLINE	RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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DESCRIPTOR / CONTENT DISCIPLINE	RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE    RL.3.7    Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE    RL.3.10    By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Phonics and Word Recognition</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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STANDARD    RF.3.3.a    Identify and know the meaning of the most common prefixes and derivational suffixes.

STANDARD    RF.3.3.b    Decode words with common Latin suffixes.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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STANDARD    RF.3.4.a    Read on-level text with purpose and understanding.

STANDARD    RF.3.4.c    Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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STANDARD    W.3.3.a    Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.



STANDARD	W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>

STANDARD	SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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STANDARD	SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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STANDARD	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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STANDARD	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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STANDARD	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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STANDARD	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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STANDARD	L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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STANDARD L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

The Theft of Thor's Hammer, Part 2

**Illinois Learning Standards**

**Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  
6

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

**LEARNING  
STANDARD /  
DISCIPLINE**

**Research to Build and Present Knowledge**

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. Draw evidence from literary or informational texts to support analysis, reflection, and research.  
9

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

**LEARNING  
STANDARD /  
DISCIPLINE**

**Range of Writing**

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  
10

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

**LEARNING  
STANDARD /  
DISCIPLINE**

**Presentation of Knowledge and Ideas**

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.S. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  
L.4

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.S. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  
L.6

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

**LEARNING  
STANDARD /  
DISCIPLINE**

**Conventions of Standard English**

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.L. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
1

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.L. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
2

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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DESCRIPTOR / CONTENT DISCIPLINE	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Phonics and Word Recognition</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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STANDARD	RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
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STANDARD	RF.3.3.b	Decode words with common Latin suffixes.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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STANDARD	W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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STANDARD	W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DESCRIPTOR / CONTENT DISCIPLINE	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>Writing Standards</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>Speaking and Listening Standards</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>Language Standards</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
STANDARD	L.3.1.d	Form and use regular and irregular verbs.
STANDARD	L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
STANDARD	L.3.2.a	Capitalize appropriate words in titles.
STANDARD	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
STANDARD	L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
STANDARD	L.3.3.a	Choose words and phrases for effect.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
STANDARD	L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

Tornadoes

**Illinois Learning Standards**

**Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>CCRA.R.2</b>	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Phonics and Word Recognition</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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STANDARD	RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
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STANDARD	RF.3.3.b	Decode words with common Latin suffixes.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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STANDARD RF.3.4.a Read on-level text with purpose and understanding.

STANDARD RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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STANDARD W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

STANDARD W.3.2.b Develop the topic with facts, definitions, and details.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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STANDARD W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

DESCRIPTOR / CONTENT DISCIPLINE W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    W.3.10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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STANDARD    SL.3.1.a    Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

STANDARD    SL.3.1.b    Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

STANDARD    SL.3.1.c    Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

STANDARD    SL.3.1.d    Explain their own ideas and understanding in light of the discussion.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE    SL.3.2    Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE    SL.3.4    Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

DESCRIPTOR / CONTENT DISCIPLINE    SL.3.6    Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

STANDARD      L.3.1.a      Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

STANDARD      L.3.2.a      Capitalize appropriate words in titles.

STANDARD      L.3.2.e      Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

STANDARD      L.3.2.f      Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

STANDARD      L.3.3.a      Choose words and phrases for effect.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

STANDARD      L.3.4.a      Use sentence-level context as a clue to the meaning of a word or phrase.

STANDARD      L.3.4.b      Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

STANDARD L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Treasure Map, Part 1

**Illinois Learning Standards**

**Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 10 Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.1    Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.4    Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.6    Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 1    Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 3    Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 4    Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

STANDARD	RF.3.4.a	Read on-level text with purpose and understanding.
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STANDARD	RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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STANDARD	SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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STANDARD	SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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STANDARD	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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STANDARD	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

STANDARD	L.3.3.a	Choose words and phrases for effect.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

STANDARD	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

STANDARD L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / CONTENT DISCIPLINE L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Treasure Map, Part 2

**Illinois Learning Standards**

**Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W.10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L.2    Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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STANDARD    W.3.2.a    Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

STANDARD    W.3.2.b    Develop the topic with facts, definitions, and details.

STANDARD    W.3.2.d    Provide a concluding statement or section.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    W.3.4    With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE    W.3.5    With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

DESCRIPTOR / CONTENT DISCIPLINE    W.3.6    With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    W.3.10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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STANDARD                      L.3.1.a                      Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

STANDARD                      L.3.1.d                      Form and use regular and irregular verbs.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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STANDARD                      L.3.2.a                      Capitalize appropriate words in titles.

STANDARD                      L.3.2.e                      Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

STANDARD                      L.3.2.f                      Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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STANDARD                      L.3.3.a                      Choose words and phrases for effect.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**



<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 2    Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 5    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 8    Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.1    Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.2    Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / CONTENT DISCIPLINE	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>Reading Standards for Informational Text</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Craft and Structure</b>
DESCRIPTOR / CONTENT DISCIPLINE	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>Reading Standards for Informational Text</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Integration of Knowledge and Ideas</b>
DESCRIPTOR / CONTENT DISCIPLINE	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
DESCRIPTOR / CONTENT DISCIPLINE	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
DESCRIPTOR / CONTENT DISCIPLINE	RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>Reading Standards for Informational Text</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Reading and Level of Text Complexity</b>
DESCRIPTOR / CONTENT DISCIPLINE	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>Reading Standards: Foundational Skills</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Fluency</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

STANDARD RF.3.4.a Read on-level text with purpose and understanding.

STANDARD	RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>Writing Standards</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>Writing Standards</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Research to Build and Present Knowledge</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>Writing Standards</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>		<b>Speaking and Listening Standards</b>
<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / CONTENT DISCIPLINE	SL.3.1	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
STANDARD	SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STANDARD	SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
STANDARD	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

STANDARD	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Speaking and Listening Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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DESCRIPTOR / CONTENT DISCIPLINE	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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STANDARD	L.3.1.d	Form and use regular and irregular verbs.
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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STANDARD	L.3.2.a	Capitalize appropriate words in titles.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

STANDARD L.3.3.a Choose words and phrases for effect.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

STANDARD L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

STANDARD L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.6</b>	<b>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</b>

William Penn, Part 2

**Illinois Learning Standards**

**Language Arts**

Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
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DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards: Foundational Skills**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Phonics and Word Recognition</b>
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<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>RF.3.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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STANDARD	RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
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STANDARD	RF.3.3.b	Decode words with common Latin suffixes.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

STANDARD	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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STANDARD	W.3.2.b	Develop the topic with facts, definitions, and details.
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STANDARD	W.3.2.d	Provide a concluding statement or section.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Range of Writing</b>
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DESCRIPTOR / CONTENT DISCIPLINE	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>



STANDARD	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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STANDARD	L.3.1.d	Form and use regular and irregular verbs.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Conventions of Standard English</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

STANDARD	L.3.2.a	Capitalize appropriate words in titles.
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STANDARD	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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STANDARD	L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Knowledge of Language</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

STANDARD	L.3.3.a	Choose words and phrases for effect.
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

<b>LEARNING STANDARD / DISCIPLINE</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

STANDARD	L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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