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 |

CONCEPT

LEARNING

STANDARD / DISCIPLINE

College and Career Readiness Anchor Standards for Reading

| 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. | 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 | | College and Career Readiness Anchor Standards for Reading |

Range of Reading and Level of Text Complexity

| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. | 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 | | 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |
| 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. 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Speaking and Listening |

| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---|---------------|--|
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |

| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
| 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). |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |
| LEARNING STANDARD I DISCIPLINE | | Range of Reading and Level of Text Complexity |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards: Foundational Skills |

| LEARNING STANDARD / DISCIPLINE | | Fluency |
|---|----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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 I DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING ST ANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 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 |
| 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 I 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. |

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 I DISCIPLINARY CONCEPT | | Speaking and Listening Standards |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| LEARNING ST ANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPT OR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| 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.h | Use coordinating and subordinating conjunctions. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 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 I 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. |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD / | | Vocabulary Acquisition and Use |
| DISCIPLINE | | |

| 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 ST AND ARD / 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 ST ANDARD / DISCIPLINE | | Key Ideas and Details |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. | 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. | 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 ST ANDARD / 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 / |
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| DISCIPLINARY |
| CONCEPT |

College and Career Readiness Anchor Standards for Reading

| CONCEPT | | |
|---|---------------|---|
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Speaking and Listening |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |

| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| 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. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
| 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 |
| LEARNING ST AND ARD / DISCIPLINE | | Integration of Knowledge and Ideas |
| 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). |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |
| LEARNING ST ANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards: Foundational Skills |
| LEARNING STANDARD / DISCIPLINE | | Phonics and Word Recognition |
| | | |

| DESCRIPTOR / CONTENT DISCIPLINE | RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
|---|-------------------------------|---|
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Fluency |
| DESCRIPT OR / CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| | | |
| DESCRIPT OR I CONTENT DISCIPLINE | W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| CONTENT | W.3.2 W.3.2.a | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| CONTENT | | |
| CONTENT DISCIPLINE STANDARD | W.3.2.a | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| STANDARD STANDARD | W.3.2.a W.3.2.b W.3.2.d | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. |
| STANDARD STANDARD STANDARD STANDARD STANDARD | W.3.2.a W.3.2.b W.3.2.d | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Provide a concluding statement or section. |
| STANDARD STANDARD STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | W.3.2.a W.3.2.b W.3.2.d | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Provide a concluding statement or section. Writing Standards |
| STANDARD STANDARD STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT | W.3.2.a W.3.2.b W.3.2.d | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Provide a concluding statement or section. Writing Standards Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to |

DISCIPLINE

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 I DISCIPLINARY CONCEPT | | Speaking and Listening Standards |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| 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 |
| LEARNING ST ANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 | SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

STANDARD

L.3.4.a

Language Standards

| CONCEPT | | |
|---|---------|---|
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPT OR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 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 I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPT OR / 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPT OR I 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. |

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 |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPT OR / 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). |
| STATE GOAL I 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). |
| | | Hagia Sophia |
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| | | Illinois Learning Standards |
| | | Language Arts |
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| STATE GOAL / DISCIPLINARY CONCEPT | | Language Arts |
| DISCIPLINARY | | Language Arts Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013 |
| DISCIPLINARY CONCEPT LEARNING STANDARD / | CCRA.R. | Language Arts Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013 College and Career Readiness Anchor Standards for Reading |
| DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT | 2 | Language Arts Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013 College and Career Readiness Anchor Standards for Reading Key Ideas and Details Determine central ideas or themes of a text and analyze their development; summarize the key supporting details |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT | 2 CCRA.R. | Language Arts Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013 College and Career Readiness Anchor Standards for Reading Key Ideas and Details Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | 2 CCRA.R. | Language Arts Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013 College and Career Readiness Anchor Standards for Reading Key Ideas and Details Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

| 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 ST ANDARD / 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 |
| LEARNING ST ANDARD / 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |
| 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. |
| STATE GOAL I DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Speaking and Listening |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |

| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 I DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Language |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
| 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 I DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
| 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). |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |

| LEARNING ST ANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|--|----------------------|--|
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards: Foundational Skills |
| LEARNING STANDARD / DISCIPLINE | | Phonics and Word Recognition |
| DESCRIPTOR / CONTENT DISCIPLINE | RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Fluency |
| DESCRIPT OR / CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| | | |
| STANDARD | RF.3.4.a | Read on-level text with purpose and understanding. |
| STANDARD | RF.3.4.a RF.3.4.c | Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| | | |
| STATE GOAL / | | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards |
| STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT | RF.3.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes |
| STATE GOAL I DISCIPLINARY CONCEPT LEARNING STANDARD I DISCIPLINE DESCRIPTOR I CONTENT DISCIPLINE | RF.3.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

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

| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 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 I 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. |
| STATE GOAL I 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. |
| 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 I 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). |
| STATE GOAL I 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). |
| | | 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 |

LEARNING STANDARD / DISCIPLINE

Key Ideas and Details

| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|---|---------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. | 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. | 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. | 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 I 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 was 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 I DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |

| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---|---------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |
| 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. |
| STATE GOAL I 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. |
| STATE GOAL I DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Speaking and Listening |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |

| 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 |
| 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |

| 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 |
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
| 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). |
| STATE GOAL I DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards: Foundational Skills |
| LEARNING ST ANDARD / DISCIPLINE | | Fluency |
| DESCRIPTOR / CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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. |

Writing Standards

| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---|----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 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 |
| 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 |
| DESCRIPT OR / 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 |

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 |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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 I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| | | |

| 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 I 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. |
| STATE GOAL I 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. |
| 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). |
| STATE GOAL I 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). |

John Muir

Language Arts

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

| STATE GOAL / |
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| DISCIPLINARY |
| CONCEPT |

College and Career Readiness Anchor Standards for Reading

| LEARNING ST ANDARD / 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. | 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. | 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. |
| CONTENT | | |
| CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | | as in words. |
| CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | 7 | as in words. College and Career Readiness Anchor Standards for Reading |

| LEARNING ST ANDARD / DISCIPLINE | | Text Types and Purposes |
|--|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| | | |
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
| STANDARD / | CCRA.W. | Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| DESCRIPTOR / CONTENT | | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a |
| DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | | 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. College and Career Readiness Anchor Standards for Speaking and Listening |
| STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT | 10 CCRA.S | 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. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building |
| DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE | 10 CCRA.S | 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. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 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.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 |
| 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| DISCIPLINARY | | College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use |
| DISCIPLINARY CONCEPT LEARNING STANDARD / | CCRA.L. | |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT | | Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT CONTENT | 4 CCRA.L. | Vocabulary Acquisition and Use 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. 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 |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | 4 CCRA.L. | Vocabulary Acquisition and Use 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. 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. |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | 4 CCRA.L. | Vocabulary Acquisition and Use 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. 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. Reading Standards for Informational Text |

| LEARNING ST ANDARD / DISCIPLINE | | Craft and Structure |
|---|----------|---|
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
| 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). |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards: Foundational Skills |
| LEARNING STANDARD / DISCIPLINE | | Fluency |
| DESCRIPT OR / CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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 I DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |

| DESCRIPTOR / CONTENT DISCIPLINE | W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
|---|----------|---|
| 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 |
| 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 I DISCIPLINARY CONCEPT | | Speaking and Listening Standards |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| 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 I DISCIPLINARY CONCEPT | | Speaking and Listening Standards |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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 I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| STANDARD | L.3.2.a | Capitalize appropriate words in titles. |

| 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 I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING ST ANDARD / 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. |
| STATE GOAL I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPT OR I 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING ST ANDARD / 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). |
| STATE GOAL I 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). |
| | | |

Leif Eriksson

Language Arts

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

| STATE GOAL / |
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| DISCIPLINARY |
| CONCEPT |

| LEARNING ST ANDARD / 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. | 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. | 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. |
| CONTENT | | |
| CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | | as in words. |
| CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | 7 | as in words. College and Career Readiness Anchor Standards for Reading |

| LEARNING ST ANDARD / DISCIPLINE | | Text Types and Purposes |
|--|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| | | |
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
| STANDARD / | CCRA.W. | Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| DESCRIPTOR / CONTENT | | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a |
| DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | | 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. College and Career Readiness Anchor Standards for Speaking and Listening |
| STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT | 10 CCRA.S | 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. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building |
| DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE | 10 CCRA.S | 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. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 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.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 |
| 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| DISCIPLINARY | | College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use |
| DISCIPLINARY CONCEPT LEARNING STANDARD / | CCRA.L. | |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT | | Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT CONTENT | 4 CCRA.L. | Vocabulary Acquisition and Use 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. 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 |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | 4 CCRA.L. | Vocabulary Acquisition and Use 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. 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. |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | 4 CCRA.L. | Vocabulary Acquisition and Use 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. 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. Reading Standards for Informational Text |

| LEARNING ST ANDARD / DISCIPLINE | | Craft and Structure |
|---|----------|---|
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
| 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). |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards: Foundational Skills |
| LEARNING STANDARD / DISCIPLINE | | Fluency |
| DESCRIPT OR / CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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 I DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |

| DESCRIPTOR / CONTENT DISCIPLINE | W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
|---|----------|---|
| 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 |
| 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 |
| 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 I DISCIPLINARY CONCEPT | | Speaking and Listening Standards |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPT OR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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 | | Language Standards |
| CONCEPT | | |
| LEARNING ST ANDARD / DISCIPLINE | | Conventions of Standard English |
| LEARNING STANDARD / | L.3.2 | Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| 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 I 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. |
| 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. |
| 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). |
| STATE GOAL / DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| 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 |
| DISCIPLINE | | them). |

Magnets

Language Arts

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

| STATE GOAL / |
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| DISCIPLINARY |
| CONCEPT |

| LEARNING ST ANDARD / 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. | 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. | 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. |
| CONTENT | | |
| CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | | as in words. |
| CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | 7 | as in words. College and Career Readiness Anchor Standards for Reading |

| LEARNING ST ANDARD / DISCIPLINE | | Text Types and Purposes |
|--|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| | | |
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
| STANDARD / | CCRA.W. | Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| DESCRIPTOR / CONTENT | | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a |
| DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | | 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. College and Career Readiness Anchor Standards for Speaking and Listening |
| STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT | 10 CCRA.S | 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. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building |
| DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE | 10 CCRA.S | 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. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 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.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 |
| 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| DISCIPLINARY | | College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use |
| DISCIPLINARY CONCEPT LEARNING STANDARD / | CCRA.L. | |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT | | Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT CONTENT | 4 CCRA.L. | Vocabulary Acquisition and Use 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. 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 |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | 4 CCRA.L. | Vocabulary Acquisition and Use 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. 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. |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | 4 CCRA.L. | Vocabulary Acquisition and Use 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. 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. Reading Standards for Informational Text |

| LEARNING ST ANDARD / DISCIPLINE | | Craft and Structure |
|---|----------|---|
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
| 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). |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards: Foundational Skills |
| LEARNING STANDARD / DISCIPLINE | | Fluency |
| DESCRIPT OR / CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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 I DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |

| DESCRIPTOR / CONTENT DISCIPLINE | W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
|---|----------|---|
| 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 |
| 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 |
| 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 I DISCIPLINARY CONCEPT | | Speaking and Listening Standards |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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 I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| DISCIPLINE | | |

| 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 I 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. |
| STATE GOAL I 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. |
| STATE GOAL I 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). |
| STATE GOAL I 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). |
| | | |

Language Arts

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

| STATE GOAL / |
|---------------------|
| DISCIPLINARY |
| CONCEPT |

DISCIPLINE

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

| STATE GOAL / |
|---------------------|
| DISCIPLINARY |
| CONCEPT |

DISCIPLINE

| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---|---------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
| 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 |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Speaking and Listening |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| DESCRIPTOR / CONTENT | 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Language |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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. | 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 |

| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
|---|---------|---|
| 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 I DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
| 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 I DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards: Foundational Skills |
| LEARNING ST AND ARD / DISCIPLINE | | Fluency |

| DESCRIPT OR / CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
|---|----------|---|
| 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 |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
| 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. |
| 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 |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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 I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING ST ANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
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| STANDARD | L.3.3.a | Choose words and phrases for effect. |
|---|---------|--|
| STATE GOAL / DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING ST ANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPT OR / 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. |
| STATE GOAL I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING ST ANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPT OR / 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). |
| STATE GOAL I 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 |
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| | | Illinois Learning Standards Language Arts |
| | | Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013 |
| STATE GOAL I DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |

| LEARNING ST ANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---|--------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |
| 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. |
| STATE GOAL I 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 capitalization, punctuation, and spelling when writing. |
| STATE GOAL I DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPT OR / CONTENT DISCIPLINE | W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 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 I 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 | | Language Standards |
| LEARNING ST ANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 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 ST AND ARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPT OR I 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. |
| | | My Friend, Part 1 |
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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 | | Craft and Structure |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING ST AND ARD / 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Speaking and Listening |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| 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 |
| LEARNING ST AND ARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Language |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |

| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING ST AND ARD / DISCIPLINE | | Craft and Structure |
| 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 |
| | | |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| LEARNING STANDARD / | W.3.2 | Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT | W.3.2 W.3.2.a | |
| LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE | | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY | | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Writing Standards |
| LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT | W.3.2.a | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Writing Standards Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to |

| 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 | | Presentation of Knowledge and Ideas |
| 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 |
| 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. |

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). |
| | | 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

| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|---------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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

| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|---------------------------------------|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |

STATE GOAL / DISCIPLINARY CONCEPT

| 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. |

| LEARNING ST ANDARD / 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| STATE GOAL I DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 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 |
| 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 | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 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. |
| | | |

My House, Part 1

Illinois Learning Standards

Language Arts

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

STATE GOAL / DISCIPLINARY CONCEPT

| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|---|---------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Speaking and Listening |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| DESCRIPTOR / | 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. |
| CONTENT DISCIPLINE | | |

| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
|---|---------------|---|
| 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 |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Language |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
| 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 |

| LEARNING ST ANDARD / DISCIPLINE | | Text Types and Purposes |
|---|----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 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 |
| 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. |
| 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 |
| DESCRIPT OR / 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 | I |
|--------------|---|
| DISCIPLINARY | |
| CONCEPT | |

Speaking and Listening Standards

| LEARNING ST ANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
|---|---------|--|
| 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 I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPT OR I 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. |
| STATE GOAL I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING ST ANDARD / 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). |
| | | My House Part 2 |

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

| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---------------------------------------|---------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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

| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
|--|-------------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| LEARNING ST ANDARD / 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Language |
| LEARNING | | Conventions of Standard English |
| ST ANDARD / DISCIPLINE | | Conventions of Standard English |
| | CCRA.L. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| DESCRIPTOR / CONTENT | 1 | |
| DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT | 1 CCRA.L. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | 1 CCRA.L. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | 1 CCRA.L. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Writing Standards |
| DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT | CCRA.L. 2 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Writing Standards Text Types and Purposes |
| DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE | 1 CCRA.L. 2 W.3.2 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

STATE GOAL / DISCIPLINARY CONCEPT

STANDARD

L.3.2.a

Capitalize appropriate words in titles.

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 | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPT OR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| 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. |
| | | 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 |
| 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. | 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. | 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. | 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 I 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. | Read and comprehend complex literary and informational texts independently and proficiently. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| 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 |
| LEARNING ST ANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |

| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Language |
| LEARNING ST ANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
| 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 |

| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---|----------|---|
| 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). |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards: Foundational Skills |
| LEARNING STANDARD / DISCIPLINE | | Phonics and Word Recognition |
| DESCRIPT OR I CONTENT DISCIPLINE | RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Fluency |
| DESCRIPTOR / CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |

| 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 I 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 I DISCIPLINARY CONCEPT | | Speaking and Listening Standards |
| LEARNING ST ANDARD / DISCIPLINE | | Comprehension and Collaboration |
| 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 I DISCIPLINARY CONCEPT | | Speaking and Listening Standards |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| LEARNING ST ANDARD / DISCIPLINE | | Conventions of Standard English |
| | | |

| DESCRIPTOR / CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---|---------|--|
| 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 |
| 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. |
| 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 |
| 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). |
| 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). |
| | | 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 |
| 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. | 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. | 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 ST ANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. | Read and comprehend complex literary and informational texts independently and proficiently. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| 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 |

| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---|---------------|---|
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Language |
| LEARNING ST ANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
| 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 |
| LEARNING ST AND ARD / DISCIPLINE | | Integration of Knowledge and Ideas |
| 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). |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |
| LEARNING ST ANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards: Foundational Skills |
| LEARNING STANDARD / DISCIPLINE | | Phonics and Word Recognition |
| | | |

| DESCRIPT OR / CONTENT DISCIPLINE | RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
|---|----------|--|
| 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 |
| LEARNING ST ANDARD / DISCIPLINE | | Fluency |
| DESCRIPT OR / CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| 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 |
| LEARNING ST ANDARD / DISCIPLINE | | Comprehension and Collaboration |
| DESCRIPT OR / 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 |
|---|---------|--|
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 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 |
| 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. |
| 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 |
| 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). STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT 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) |
|---|
| STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and |
| DISCIPLINARY CONCEPT LEARNING ST AND ARD / DISCIPLINE DESCRIPTOR / L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and |
| STANDARD / DISCIPLINE DESCRIPTOR / L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and |
| |
| DISCIPLINE them). |
| Roanoke, Part 1 |
| Illinois Learning Standards |
| Language Arts Grade 3 - Adopted: 2010 (CCSS) / Implemented 2013 |
| STATE GOAL / College and Career Readiness Anchor Standards for Reading DISCIPLINARY CONCEPT |
| LEARNING Key Ideas and Details STANDARD / DISCIPLINE |
| 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 / College and Career Readiness Anchor Standards for Reading DISCIPLINARY CONCEPT |
| LEARNING Craft and Structure STANDARD / DISCIPLINE |
| 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 / College and Career Readiness Anchor Standards for Reading DISCIPLINARY CONCEPT |
| LEARNING Integration of Knowledge and Ideas STANDARD / DISCIPLINE |

| 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 |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
| 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 |

| LEARNING ST ANDARD / DISCIPLINE | | Range of Writing |
|---|---------------|--|
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Language |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |

| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
| 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 |
| LEARNING ST ANDARD / DISCIPLINE | | Craft and Structure |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
| 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. |
|--|----------------|---|
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards: Foundational Skills |
| LEARNING ST ANDARD / DISCIPLINE | | Fluency |
| DESCRIPT OR I CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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 |
| DISCIPLINARY | | Writing Standards Production and Distribution of Writing |
| DISCIPLINARY CONCEPT LEARNING STANDARD / | W.3.4 | |
| DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT | W.3.4 W.3.5 | Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT CONTENT | | Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, |
| DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | | Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST AT E GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / | | Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Writing Standards |

| 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 I 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 I DISCIPLINARY CONCEPT | | Speaking and Listening Standards |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 / |
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| DISCIPLINARY |
| CONCEPT |

Language Standards

| LEARNING ST ANDARD / DISCIPLINE | | Conventions of Standard English |
|---|---------|---|
| DESCRIPT OR I CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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 |
| 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. |
| 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. |
| 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). |
| 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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| | | 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 |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |
| 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. |
| 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. |
|---|---------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPT OR I CONTENT DISCIPLINE | W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 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 |
| 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. |
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| LEARNING ST ANDARD / DISCIPLINE | | Conventions of Standard English |
|---|---------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 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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Illinois Learning Standards Language Arts

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

STATE GOAL / DISCIPLINARY CONCEPT

| LEARNING ST AND ARD / 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. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|---|---------------|---|
| STATE GOAL I DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Reading |
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Reading |
| LEARNING ST ANDARD / 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 ST ANDARD / 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 |
| LEARNING ST ANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING ST ANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |
| 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. 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Speaking and Listening |
| LEARNING ST ANDARD / DISCIPLINE | | Comprehension and Collaboration |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| 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. |
|---|--------------|---|
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | Apply knowledge of language to understand how language functions in different contexts, to make effective choice 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 |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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. | 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 |
| LEARNING STANDARD I DISCIPLINE | | Key Ideas and Details |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
| 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 topic or subject area. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |

| LEARNING ST ANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---|----------|---|
| 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). |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards: Foundational Skills |
| LEARNING ST ANDARD / DISCIPLINE | | Fluency |
| DESCRIPTOR / CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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 I DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 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 I 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 | SL.3.1.d | Explain their own ideas and understanding in light of the discussion. Speaking and Listening Standards |
| STATE GOAL / DISCIPLINARY | SL.3.1.d | |

STATE GOAL / DISCIPLINARY CONCEPT

STANDARD

L.3.5.a

Speaking and Listening Standards

| LEARNING ST ANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
|---|---------|---|
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPT OR / CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| STANDARD | L.3.2.a | Capitalize appropriate words in titles. |
| 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. |
| 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. |
| 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. |

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

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| LEARNING ST ANDARD / 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). |

Roman Hoplite, American Quarter Horse

Illinois Learning Standards Language Arts

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

STATE GOAL / DISCIPLINARY

College and Career Readiness Anchor Standards for Reading

| CONCEPT | | |
|--|--------------|--|
| 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. | 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. |
| CONTENT | 4 | |
| CONTENT DISCIPLINE DESCRIPTOR / CONTENT | 4 CCRA.R. | meanings, and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a |

| LEARNING STANDARD / DISCIPLINE | Integration of Knowledge and Ideas |
|--------------------------------------|------------------------------------|
| | |

CONTENT DISCIPLINE 7

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

| STATE GOAL | ĺ |
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| DISCIPLINARY | |
| CONCEPT | |

DISCIPLINE

| LEARNING ST AND ARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
|---|---------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. | Read and comprehend complex literary and informational texts independently and proficiently. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| 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 |
| LEARNING ST ANDARD / DISCIPLINE | | Comprehension and Collaboration |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT | CCRA.L. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

STATE GOAL / DISCIPLINARY CONCEPT

| LEARNING ST ANDARD / DISCIPLINE | | Knowledge of Language |
|---|---------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
| 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 |
| LEARNING ST ANDARD / DISCIPLINE | | Craft and Structure |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
| 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). |
|---|----------|---|
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards: Foundational Skills |
| LEARNING STANDARD / DISCIPLINE | | Fluency |
| DESCRIPT OR I CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| DESCRIPT OR / 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 |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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 I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPT OR / 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. |

| STATE GOAL / |
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| DISCIPLINARY |
| CONCEPT |

Language Standards

| DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. | LEARNING ST ANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---|---------------------------------------|-------|---|
| | CONTENT | 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).

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| LEARNING ST ANDARD / 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). |

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

| 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. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

STATE GOAL / DISCIPLINARY CONCEPT

| 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 | I |
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| DISCIPLINARY | |
| CONCEPT | |

DISCIPLINE

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|---|---------------|---|
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD I DISCIPLINE | | Range of Writing |
| DESCRIPTOR / CONTENT | 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. |

| STATE GOAL | I |
|--------------|---|
| DISCIPLINARY | |
| CONCEPT | |

College and Career Readiness Anchor Standards for Speaking and Listening

| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---|---------------|---|
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Language |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
| 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. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
| 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). |
| CONTENT | RI.3.8 | |
| CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | RI.3.8 | cause/effect, first/second/third in a sequence). |
| CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | RI.3.8 | cause/effect, first/second/third in a sequence). Reading Standards for Informational Text |

| LEARNING STANDARD / DISCIPLINE | | Fluency |
|---|----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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 I 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. |
| 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 I DISCIPLINARY CONCEPT | | Speaking and Listening Standards |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| 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 I DISCIPLINARY CONCEPT | | Speaking and Listening Standards |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPT OR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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 I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPT OR / 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. |

| STATE GOAL / |
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| DISCIPLINARY |
| CONCEPT |

STATE GOAL / DISCIPLINARY CONCEPT

LEARNING STANDARD / DISCIPLINE

Language Standards

| CONCEPT | | |
|---|---------|--|
| LEARNING ST AND ARD / 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. |
| STATE GOAL I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPT OR / 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). |
| STATE GOAL I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD I 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). |
| | | 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 |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |
| 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. |
| STATE GOAL I 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 capitalization, punctuation, and spelling when writing. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING ST AND ARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPT OR I CONTENT DISCIPLINE | W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 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 |
| LEARNING STANDARD I DISCIPLINE | | Production and Distribution of Writing |
| | | |

| 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.) |
|---------|---|
| W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| 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. |
| | Writing Standards |
| | Range of Writing |
| 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. |
| | Language Standards |
| | Conventions of Standard English |
| L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or |
| | speaking. |
| L.3.1.a | |
| | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular |
| L.3.1.a | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| L.3.1.a | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. |
| L.3.1.a | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. Language Standards |
| L.3.1.a | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and |
| L.3.1.d | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| | W.3.6 |

| STATE GOAL / |
|--------------|
| DISCIPLINARY |
| CONCEPT |

| 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. |

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

| 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. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

STATE GOAL / DISCIPLINARY CONCEPT

LEARNING

STANDARD / DISCIPLINE

College and Career Readiness Anchor Standards for Reading

Integration of Knowledge and Ideas

| CONCEPT | | |
|---|--------------|--|
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| 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. | 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 |

| 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 |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
| 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 |
| LEARNING ST AND ARD / DISCIPLINE | | Comprehension and Collaboration |
| | | |

| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Language |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| 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. | 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 Literature |

| LEARNING ST ANDARD / DISCIPLINE | | Key Ideas and Details |
|---|---------|--|
| 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. |
| 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. |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Literature |
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
| 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | RL.3.6 | Distinguish their own point of view from that of the narrator or those of the characters. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Literature |
| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
| 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 I DISCIPLINARY CONCEPT | | Reading Standards for Literature |
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
| 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 |

| LEARNING STANDARD / DISCIPLINE | | Fluency |
|---|----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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 I DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPT OR / CONTENT DISCIPLINE | W.3.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| 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 I DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING ST ANDARD / 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING ST ANDARD / 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 I 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 |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| LEARNING ST ANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPT OR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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 | |

| LEARNING ST ANDARD / 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. |

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| LEARNING ST ANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|--|-------|---|
| DESCRIPT OR I 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).

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| 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). |

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

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

STATE GOAL / DISCIPLINARY CONCEPT

| LEARNING ST ANDARD / DISCIPLINE | Text Types and Purposes |
|---------------------------------------|-------------------------|
|---------------------------------------|-------------------------|

| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |
| STATE GOAL I DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| LEARNING ST ANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| STATE GOAL I DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
| 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 I DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Speaking and Listening |
| LEARNING ST AND ARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 I 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| STATE GOAL I DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Language |
| LEARNING ST AND ARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 I DISCIPLINARY CONCEPT | | Reading Standards for Literature |
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
| 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. |
| 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. |
| STATE GOAL I DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | W.3.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| 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 |
| LEARNING ST ANDARD / 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 I 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 | | Presentation of Knowledge and Ideas |
| 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 I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING ST ANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| | | |

| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 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 I 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. |
| | | The Theft of Thor's Hammer, Part 1 |
| | | |

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

STATE GOAL / DISCIPLINARY CONCEPT

STATE GOAL / DISCIPLINARY

CONCEPT

College and Career Readiness Anchor Standards for Reading

| CONCEPT | | |
|---------------------------------------|--------------|--|
| 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. |

| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
|--|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | 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. |
| 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. | 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 |
| 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 / | | Range of Reading and Level of Text Complexity |
| DISCIPLINE | | |
| | CCRA.R. | Read and comprehend complex literary and informational texts independently and proficiently. |
| DISCIPLINE DESCRIPTOR / CONTENT | | Read and comprehend complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing |
| DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | | |
| DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | 10 | College and Career Readiness Anchor Standards for Writing |
| DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT | 10 CCRA.W. | College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details |
| DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | 10 CCRA.W. | College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |

| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING ST AND ARD / 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Speaking and Listening |
| LEARNING ST AND ARD / DISCIPLINE | | Comprehension and Collaboration |
| 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 |
| LEARNING ST AND ARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Language |
| LEARNING ST ANDARD / DISCIPLINE | | Knowledge of Language |

| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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. | 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 Literature |
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
| 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. |
| 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. |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Literature |
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
| 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | RL.3.6 | Distinguish their own point of view from that of the narrator or those of the characters. |
| STATE GOAL I DISCIPLINARY CONCEPT | | Reading Standards for Literature |

| LEARNING STANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
|---|----------|---|
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Phonics and Word Recognition |
| DESCRIPTOR / CONTENT DISCIPLINE | RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Fluency |
| DESCRIPTOR / CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | W.3.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| 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 |
| 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. |
| STATE GOAL I 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 ST ANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---|---------|--|
| 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 |
| LEARNING ST ANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 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 I DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPT OR I 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. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |

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| 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). |
| STATE GOAL / DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING ST ANDARD / 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). |
| | | 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 |
| LEARNING ST ANDARD / 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING ST ANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |
|--|---------------|--|
| 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. |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Speaking and Listening |
| | | |
| STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| STANDARD / | CCRA.S L.4 | |
| DESCRIPTOR / CONTENT | | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the |
| DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT CONTENT | 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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when |
| DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | 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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | 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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. College and Career Readiness Anchor Standards for Language Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT | CCRA.S L.6 | 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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. College and Career Readiness Anchor Standards for Language Conventions of Standard English |

| LEARNING ST ANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
|---|----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 I DISCIPLINARY CONCEPT | | Reading Standards for Literature |
| LEARNING ST ANDARD / DISCIPLINE | | Key Ideas and Details |
| 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. |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards: Foundational Skills |
| LEARNING STANDARD / DISCIPLINE | | Phonics and Word Recognition |
| DESCRIPT OR / CONTENT DISCIPLINE | RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| 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 I DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | W.3.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| 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 I 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 ST ANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| STANDARD / | SL.3.4 | Presentation of Knowledge and Ideas 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 | SL.3.4 SL.3.6 | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, |
| DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT CONTENT | | 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. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or |
| DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | | 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. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | | 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. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Language Standards |
| DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT | SL.3.6 | 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. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or |
| DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE | SL.3.6 | 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. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular |

| STATE GOAL / |
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| DISCIPLINARY |
| CONCEPT |

| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---|---------|--|
| DESCRIPT OR I CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 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. |
| 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.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

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

| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. | 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. | 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 |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| | | |

| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| LEARNING ST AND ARD / DISCIPLINE | | Research to Build and Present Knowledge |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| | | |
| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
| STANDARD / | 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. |
| DESCRIPTOR / CONTENT | | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a |
| DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | | 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. College and Career Readiness Anchor Standards for Speaking and Listening |
| STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT | 10 CCRA.S | 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. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building |
| DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE | 10 CCRA.S | 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. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 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.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 |
| 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| DISCIPLINARY | | College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use |
| DISCIPLINARY CONCEPT LEARNING STANDARD / | CCRA.L. | |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT | | Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT CONTENT | 4 CCRA.L. | Vocabulary Acquisition and Use 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. 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 |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | 4 CCRA.L. | Vocabulary Acquisition and Use 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. 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. |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | 4 CCRA.L. | Vocabulary Acquisition and Use 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. 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. Reading Standards for Informational Text |

| LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / RI.3.8 DESCRIPTOR / RI.3.8 DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / 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). STATE GOAL / Reading Standards for Informational Text | | | |
|---|---|----------|--|
| DESCRIPTION TATE GOAL / DISCIPLINE EARNING STANDARD / Beading Standards: Foundational Skills EARNING STANDARD / DISCIPLINE EARNING STANDARD / DISCIPLINE EARNING STANDARD / DISCIPLINE EARNING STANDARD / Beading Standards: Foundational Skills EARNING STANDARD / Bluency | STANDARD / | | Craft and Structure |
| DESCRIPTOR / DISCIPLINE Range of Reading and Level of Text Complexity DISCIPLINE Range of Reading and Level of Text Complexity DISCIPLINE DESCRIPTOR / DISCIPLINE Range of Reading and Level of Text Complexity DISCIPLINE Reading Standards Foundational Skills DESCRIPTOR / DISCIPLINE Reading Standards: Foundational Skills DESCRIPTOR / DISCIPLINE Reading Standards: Foundational Skills DESCRIPTOR / DISCIPLINE DESCRIPTOR / DISCRIPTOR | CONTENT | RI.3.4 | |
| DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / 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 / 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). Reading Standards for Informational Text DISCIPLINARY CONCEPT Range of Reading and Level of Text Complexity PESCRIPTOR / 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. STATE GOAL / DISCIPLINARY CONCEPT Reading Standards: Foundational Skills Phonics and Word Recognition STANDARD Phonics and Word Recognition STANDARD RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. STANDARD RF.3.3 Mently and know the meaning of the most common prefixes and derivational suffixes. STANDARD RF.3.3 Decode words with common Latin suffixes. Reading Standards: Foundational Skills FLUENCY FLUENCY | STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |
| understanding of the text (e.g., where, when, why, and how key events occur). DESCRIPTOR / CONTENT DISCIPLINE Reading Standards for Informational Text Range of Reading and Level of Text Complexity Range of Reading and Level of Text Complexity DESCRIPTOR / DISCIPLINE Reading Standards for Informational Text Range of Reading and Level of Text Complexity DESCRIPTOR / DISCIPLINE Reading Standards for Informational Text Range of Reading and Level of Text Complexity Range of Reading and Level of Text Complexity Ris 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. Reading Standards: Foundational Skills DESCRIPTOR / CONCEPT LEARNING STANDARD / Phonics and Word Recognition DESCRIPTOR / ONCEPT RF-3.3 Know and apply grade-level phonics and word analysis skills in decoding words. STATE GOAL / DISCIPLINE RF-3.3b Decode words with common Latin sulfixes. STATE GOAL / DISCIPLINE Fluency Fluency Fluency Fluency | STANDARD / | | Integration of Knowledge and Ideas |
| CONTENT DISCIPLINE STATE GOAL / DISCIPLINE Reading Standards for Informational Text CONCEPT Range of Reading and Level of Text Complexity Riscipline 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. Reading Standards: Foundational Skills STATE GOAL / DISCIPLINE Phonics and Word Recognition REA.3. Know and apply grade-level phonics and word analysis skills in decoding words. STANDARD RF.3.3. Identify and know the meaning of the most common prefixes and derivational suffixes. STATE GOAL / DISCIPLINARY CONCEPT REA.3. Reading Standards: Foundational Skills Decode words with common Latin suffixes. Fluency Fluency | CONTENT | RI.3.7 | |
| DESCRIPTOR / CONTENT DISCIPLINE STANDARD / 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. STATE GOAL / DISCIPLINE STANDARD / DISCIPLINE Phonics and Word Recognition FF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. STANDARD RF.3.3 Identify and know the meaning of the most common prefixes and derivational suffixes. STATE GOAL / DISCIPLINE STANDARD RF.3.3 Decode words with common Latin suffixes. STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD Fluency Fluency Fluency | CONTENT | RI.3.8 | |
| DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE Reading Standards: Foundational Skills Phonics and Word Recognition Phonics and Word Recognition Phonics Plune DESCRIPTOR / CONTENT DISCIPLINE Phonics and Word Recognition RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. STANDARD RF.3.3 Identify and know the meaning of the most common prefixes and derivational suffixes. STANDARD RF.3.3 Decode words with common Latin suffixes. Reading Standards: Foundational Skills Fluency Fluency Fluency Fluency | DISCIPLINARY | | Reading Standards for Informational Text |
| CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT Reading Standards: Foundational Skills Phonics and Word Recognition Phonics and Word Recognition Phonics and Word analysis skills in decoding words. ELEARNING STANDARD / DISCIPLINE RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. STANDARD RF.3.3 Identify and know the meaning of the most common prefixes and derivational suffixes. STANDARD RF.3.3 Decode words with common Latin suffixes. STATE GOAL / DISCIPLINARY CONCEPT Fluency Fluency Fluency | STANDARD / | | Range of Reading and Level of Text Complexity |
| LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD RF.3.3 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 LEARNING STANDARD / Fluency Fluency | CONTENT | RI.3.10 | · · · · · · · · · · · · · · · · · · · |
| DESCRIPTOR / CONTENT DISCIPLINE RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. | DISCIPLINARY | | Reading Standards: Foundational Skills |
| 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 LEARNING STANDARD Fluency | STANDARD / | | Phonics and Word Recognition |
| STANDARD RF.3.3.b Decode words with common Latin suffixes. STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / Fluency | CONTENT | RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| STATE GOAL / Reading Standards: Foundational Skills DISCIPLINARY CONCEPT LEARNING STANDARD / Fluency | STANDARD | RF.3.3.a | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| DISCIPLINARY CONCEPT LEARNING STANDARD / | STANDARD | RF.3.3.b | Decode words with common Latin suffixes. |
| STANDARD / | DISCIPLINARY | | Reading Standards: Foundational Skills |
| | STANDARD / | | Fluency |

| DESCRIPT OR / CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
|---|----------|---|
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPT OR I CONTENT DISCIPLINE | W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | W.3.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| 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 |
| 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 |
| DISCIPLINARY | | Speaking and Listening Standards Comprehension and Collaboration |
| DISCIPLINARY CONCEPT LEARNING STANDARD / | SL.3.2 | |
| DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT | SL.3.2 | Comprehension and Collaboration Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | SL.3.2 | Comprehension and Collaboration 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. |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | SL.3.2 | Comprehension and Collaboration 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. Speaking and Listening Standards |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT | | Comprehension and Collaboration 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. Speaking and Listening Standards Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, |

| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
|---|---------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 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. |
| STATE GOAL I 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. |
| 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 / |
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| DISCIPLINARY |
| CONCEPT |

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

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

| LEARNING ST ANDARD / 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). |

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

| 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. | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

STATE GOAL / DISCIPLINARY CONCEPT

| 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 / |
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| DISCIPLINARY |
| CONCEPT |

DISCIPLINE

| 00.102. | | |
|---|---------------|---|
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD I DISCIPLINE | | Range of Writing |
| DESCRIPTOR / CONTENT | 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. |

| STATE GOAL | ĺ |
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| DISCIPLINARY | |
| CONCEPT | |

College and Career Readiness Anchor Standards for Speaking and Listening

| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
|---|---------------|---|
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Language |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |
| 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. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Craft and Structure |
| 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 |
| DISCIPLINARY | | Reading Standards for Informational Text Integration of Knowledge and Ideas |
| DISCIPLINARY CONCEPT LEARNING STANDARD / | RI.3.7 | |
| DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT | RI.3.7 | Integration of Knowledge and Ideas Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT | | Integration of Knowledge and Ideas 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). Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, |
| DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY | | 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). Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | | 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). Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Reading Standards for Informational Text |

| LEARNING STANDARD / DISCIPLINE | | Fluency |
|---|----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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 |
| 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 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 |
| 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 |
| DESCRIPT OR / 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 ow 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 |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPT OR I 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. |
| STATE GOAL I 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. |
| 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). |
| 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). |
| | | Treasure Map, Part 2 |
| | | Illinois Learning Standards |
| | | 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 ST ANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 I DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |

| LEARNING STANDARD / DISCIPLINE | | Range of Writing |
|---|---------------|---|
| 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 |
| LEARNING ST ANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPT OR I CONTENT DISCIPLINE | W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 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 |
| 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 / | | 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 | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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 |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPTOR / CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| | | |
| STANDARD | L.3.2.a | Capitalize appropriate words in titles. |
| STANDARD | L.3.2.a L.3.2.e | Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| | | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., |
| 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). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending |
| STANDARD STANDARD STATE GOAL / DISCIPLINARY | 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). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING 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). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Language Standards |
| STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT | 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). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Language Standards Knowledge of Language |

William Penn, Part 1

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. | 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. | 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. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. | 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 |
| 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

| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
|---|---------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Speaking and Listening |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| 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. |

College and Career Readiness Anchor Standards for Speaking and Listening

| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
|---|---------------|---|
| 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 |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Language |
| LEARNING STANDARD / DISCIPLINE | | Knowledge of Language |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Vocabulary Acquisition and Use |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. | 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. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Key Ideas and Details |

| 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 |
| LEARNING ST ANDARD / DISCIPLINE | | Craft and Structure |
| 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 |
| LEARNING ST ANDARD / DISCIPLINE | | Integration of Knowledge and Ideas |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards for Informational Text |
| LEARNING STANDARD / DISCIPLINE | | Range of Reading and Level of Text Complexity |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards: Foundational Skills |
| LEARNING ST ANDARD / DISCIPLINE | | Fluency |
| DESCRIPTOR / CONTENT DISCIPLINE | RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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. |
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| STATE GOAL I DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING ST ANDARD / 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. |
| STATE GOAL I DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING STANDARD / DISCIPLINE | | Research to Build and Present Knowledge |
| 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Writing Standards |
| LEARNING ST ANDARD / 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 I DISCIPLINARY CONCEPT | | Speaking and Listening Standards |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| DESCRIPT OR I 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 I DISCIPLINARY CONCEPT | | Speaking and Listening Standards |
| LEARNING STANDARD / DISCIPLINE | | Comprehension and Collaboration |
| 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 I DISCIPLINARY CONCEPT | | Speaking and Listening Standards |
| LEARNING STANDARD / DISCIPLINE | | Presentation of Knowledge and Ideas |
| 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 |
| DISCIPLINARY | | Language Standards Conventions of Standard English |
| DISCIPLINARY CONCEPT LEARNING STANDARD / | L.3.1 | |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT | L.3.1 L.3.1.a | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE | | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD | L.3.1.a | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY | L.3.1.a | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. |
| DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / | L.3.1.a | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. Language Standards |

| STATE GOAL / |
|---------------------|
| DISCIPLINARY |
| CONCEPT |

Language Standards

| CONCEPT | | |
|---|---------|--|
| 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. |
| 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. |
| 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). |
| STATE GOAL I 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). |

William Penn, Part 2

Illino is 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 |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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 |
| LEARNING STANDARD / DISCIPLINE | | Production and Distribution of Writing |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. | 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. |
| STATE GOAL / DISCIPLINARY CONCEPT | | College and Career Readiness Anchor Standards for Writing |
| LEARNING ST ANDARD / 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. |
| 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 capitalization, punctuation, and spelling when writing. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Reading Standards: Foundational Skills |
| LEARNING STANDARD I DISCIPLINE | | Phonics and Word Recognition |
| DESCRIPTOR / CONTENT DISCIPLINE | RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| 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 | | Writing Standards |
| LEARNING STANDARD / DISCIPLINE | | Text Types and Purposes |
| DESCRIPTOR / CONTENT DISCIPLINE | W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 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 |
| 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 | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPT OR / 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. |
|---|---------|--|
| STANDARD | L.3.1.d | Form and use regular and irregular verbs. |
| STATE GOAL / DISCIPLINARY CONCEPT | | Language Standards |
| LEARNING STANDARD / DISCIPLINE | | Conventions of Standard English |
| DESCRIPT OR / CONTENT DISCIPLINE | L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 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 |
| DESCRIPT OR / 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. |
| 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.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). |