

**Main Criteria:** Adventures in Writing  
**Secondary Criteria:** Maryland College and Career-Ready Standards  
**Subject:** Language Arts  
**Grade:** 3

## Adventures in Writing

Benjamin Franklin's Lightning Rod

**Maryland College and Career-Ready Standards**  
**Language Arts**  
Grade 3 - Adopted: 2010/Implemented 2013 (CCSS)

**STRAND /  
TOPIC /  
STANDARD**                      **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STRAND /  
TOPIC /  
STANDARD**                      **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**                      **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STRAND /  
TOPIC /  
STANDARD**                      **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Writing	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Writing	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Writing	
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Writing	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>		
TOPIC / INDICATOR		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
TOPIC / INDICATOR		<b>Conventions of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
TOPIC / INDICATOR		<b>Knowledge of Language</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATOR / PROFICIENCY LEVEL	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
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INDICATOR / PROFICIENCY LEVEL	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

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

**Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1.h	Use coordinating and subordinating conjunctions.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	L.3.2.a	Capitalize appropriate words in titles.
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OBJECTIVE	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).
OBJECTIVE	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.
<b>STRAND / TOPIC / STANDARD</b> <b>Language Standards</b>		
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.3.3.a	Choose words and phrases for effect.
<b>STRAND / TOPIC / STANDARD</b> <b>Language Standards</b>		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>STRAND / TOPIC / STANDARD</b> <b>Language Standards</b>		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
OBJECTIVE	L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
<b>STRAND / TOPIC / STANDARD</b> <b>Language Standards</b>		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).
Dolphins		

Maryland College and Career-Ready Standards

Language Arts

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

**STRAND / TOPIC / STANDARD**

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

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Reading	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Reading	
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Reading	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Writing	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Reading Foundational Skills Standards

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE	RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
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OBJECTIVE	RF.3.3.b	Decode words with common Latin suffixes.
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STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATOR / PROFICIENCY LEVEL	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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OBJECTIVE	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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OBJECTIVE	W.3.2.b	Develop the topic with facts, definitions, and details.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
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INDICATOR / PROFICIENCY LEVEL	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

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

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND /  
TOPIC /  
STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
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STRAND /  
TOPIC /  
STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1.d	Form and use regular and irregular verbs.
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STRAND /  
TOPIC /  
STANDARD

Language Standards

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

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

STRAND /  
TOPIC /  
STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

OBJECTIVE      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).

STRAND /  
TOPIC /  
STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

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

STRAND /  
TOPIC /  
STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards  
Language Arts  
Grade 3 - Adopted: 2010/implemented 2013 (CCSS)

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE	RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
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OBJECTIVE	RF.3.3.b	Decode words with common Latin suffixes.
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STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	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).
INDICATOR / PROFICIENCY LEVEL	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
OBJECTIVE	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

OBJECTIVE	W.3.2.b	Develop the topic with facts, definitions, and details.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
INDICATOR / PROFICIENCY LEVEL	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	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.
OBJECTIVE	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).
OBJECTIVE	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
OBJECTIVE	L.3.1.d	Form and use regular and irregular verbs.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.3.2.a	Capitalize appropriate words in titles.
OBJECTIVE	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).
OBJECTIVE	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.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Knowledge of Language

INDICATOR / PROFICIENCY LEVEL	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE L.3.3.a Choose words and phrases for effect.

STRAND /  
TOPIC /  
STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

OBJECTIVE 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).

STRAND /  
TOPIC /  
STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

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

STRAND /  
TOPIC /  
STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

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

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

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

STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.

STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / TOPIC / STANDARD	Reading Informational Text Standards	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Reading Informational Text Standards	
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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).
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD	Reading Informational Text Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
OBJECTIVE	W.3.2.b	Develop the topic with facts, definitions, and details.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
INDICATOR / PROFICIENCY LEVEL	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	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.
OBJECTIVE	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).
OBJECTIVE	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
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**STRAND / TOPIC / STANDARD**      **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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**STRAND / TOPIC / STANDARD**      **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.3.2.a	Capitalize appropriate words in titles.
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OBJECTIVE	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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OBJECTIVE	L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**STRAND / TOPIC / STANDARD**      **Language Standards**

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.3.3.a	Choose words and phrases for effect.
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**STRAND / TOPIC / STANDARD**      **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE      L.3.4.a      Use sentence-level context as a clue to the meaning of a word or phrase.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.6</b>	<b>Acquire and use accurately Grade appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</b>

John Muir

**Maryland College and Career-Ready Standards  
Language Arts**

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

**STRAND /  
TOPIC /  
STANDARD**

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

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>CCRA.R. 1</b>	<b>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>CCRA.R. 2</b>	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>CCRA.R. 3</b>	<b>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</b>

**STRAND /  
TOPIC /  
STANDARD**

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

<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

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

STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.

STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.

STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.

STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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).

INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD	Reading Informational Text Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
OBJECTIVE	W.3.2.b	Develop the topic with facts, definitions, and details.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
OBJECTIVE	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

OBJECTIVE	L.3.1.d	Form and use regular and irregular verbs.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	L.3.2.a	Capitalize appropriate words in titles.
OBJECTIVE	L.3.2.b	Use commas in addresses.
OBJECTIVE	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).
OBJECTIVE	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.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.3.3.a	Choose words and phrases for effect.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
OBJECTIVE	L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND /  
TOPIC /  
STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	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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Maryland College and Career-Ready Standards  
Language Arts  
Grade 3 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Reading

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

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>

INDICATOR / PROFICIENCY LEVEL	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>

INDICATOR / PROFICIENCY LEVEL	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>

INDICATOR / PROFICIENCY LEVEL	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATOR / PROFICIENCY LEVEL	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>

INDICATOR / PROFICIENCY LEVEL	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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OBJECTIVE	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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OBJECTIVE	W.3.2.b	Develop the topic with facts, definitions, and details.
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**STRAND / TOPIC / STANDARD**      **Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
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INDICATOR / PROFICIENCY LEVEL	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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**STRAND / TOPIC / STANDARD**      **Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND / TOPIC / STANDARD**      **Speaking and Listening Standards**

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

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND /  
TOPIC /  
STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
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STRAND /  
TOPIC /  
STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1.d	Form and use regular and irregular verbs.
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OBJECTIVE	L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
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STRAND /  
TOPIC /  
STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.3.2.a	Capitalize appropriate words in titles.
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OBJECTIVE	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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OBJECTIVE	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.
<b>STRAND / TOPIC / STANDARD</b>		
<b>Language Standards</b>		
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

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

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).

Magnets

Maryland College and Career-Ready Standards  
Language Arts  
Grade 3 - Adopted: 2010/implemented 2013 (CCSS)

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
TOPIC / INDICATOR		<b>Knowledge of Language</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / TOPIC / STANDARD</b>		
<b>Reading Foundational Skills Standards</b>		
TOPIC / INDICATOR		<b>Fluency</b>
INDICATOR / PROFICIENCY LEVEL	RF.3.4	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
<b>STRAND / TOPIC / STANDARD</b>		
<b>Reading Informational Text Standards</b>		
TOPIC / INDICATOR		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.

STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATOR / PROFICIENCY LEVEL	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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STRAND /  
TOPIC /  
STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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OBJECTIVE	W.3.2.b	Develop the topic with facts, definitions, and details.
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STRAND /  
TOPIC /  
STANDARD

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
INDICATOR / PROFICIENCY LEVEL	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	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.
OBJECTIVE	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).
OBJECTIVE	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>

INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
OBJECTIVE	L.3.1.d	Form and use regular and irregular verbs.
OBJECTIVE	L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	L.3.2.a	Capitalize appropriate words in titles.
OBJECTIVE	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).
OBJECTIVE	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.3.3.a	Choose words and phrases for effect.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.</b>

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

**STRAND / TOPIC / STANDARD**      **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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

**STRAND / TOPIC / STANDARD**      **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.6</b>	<b>Acquire and use accurately Grade appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</b>

Mayflower, Part 1

**Maryland College and Career-Ready Standards**  
**Language Arts**  
Grade 3 - Adopted: 2010/implemented 2013 (CCSS)

**STRAND / TOPIC / STANDARD**      **College and Career Readiness Anchor Standards for Reading**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>CCRA.R. 1</b>	<b>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>CCRA.R. 2</b>	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>CCRA.R. 3</b>	<b>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</b>

**STRAND / TOPIC / STANDARD**      **College and Career Readiness Anchor Standards for Reading**

<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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).
INDICATOR / PROFICIENCY LEVEL	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).
INDICATOR / PROFICIENCY LEVEL	RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.

STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	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.

STRAND /  
TOPIC /  
STANDARD

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)

STRAND /  
TOPIC /  
STANDARD

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.

STRAND /  
TOPIC /  
STANDARD

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>		
<b>Speaking and Listening Standards</b>		
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
OBJECTIVE	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
<b>STRAND / TOPIC / STANDARD</b>		
<b>Speaking and Listening Standards</b>		
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
<b>STRAND / TOPIC / STANDARD</b>		
<b>Speaking and Listening Standards</b>		
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
<b>STRAND / TOPIC / STANDARD</b>		
<b>Language Standards</b>		
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
<b>STRAND / TOPIC / STANDARD</b>		
<b>Language Standards</b>		
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

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

**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards  
Language Arts  
Grade 3 - Adopted: 2010/Implemented 2013 (CCSS)

**STRAND / TOPIC / STANDARD**

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

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>STRAND / TOPIC / STANDARD</b>		
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>STRAND / TOPIC / STANDARD</b>		
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>		
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / TOPIC / STANDARD</b>		
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
OBJECTIVE	W.3.2.b	Develop the topic with facts, definitions, and details.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
OBJECTIVE	L.3.1.d	Form and use regular and irregular verbs.
OBJECTIVE	L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.3.2.a	Capitalize appropriate words in titles.

OBJECTIVE	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).
OBJECTIVE	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.
<b>STRAND / TOPIC / STANDARD</b> <b>Language Standards</b>		
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.3.3.a	Choose words and phrases for effect.

My Friend, Part 1

Maryland College and Career-Ready Standards  
Language Arts  
Grade 3 - Adopted: 2010/Implemented 2013 (CCSS)

**STRAND / TOPIC / STANDARD**      **College and Career Readiness Anchor Standards for Reading**

<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND / TOPIC / STANDARD**      **College and Career Readiness Anchor Standards for Writing**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND / TOPIC / STANDARD**      **College and Career Readiness Anchor Standards for Writing**

<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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OBJECTIVE	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.
OBJECTIVE	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).
OBJECTIVE	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.

**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)

**STRAND / TOPIC / STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE	L.3.3.a	Choose words and phrases for effect.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	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).

**STRAND /  
TOPIC /  
STANDARD** College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**STRAND /  
TOPIC /  
STANDARD** College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STRAND /  
TOPIC /  
STANDARD** College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND /  
TOPIC /  
STANDARD** College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STRAND /  
TOPIC /  
STANDARD** Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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OBJECTIVE	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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OBJECTIVE	W.3.2.b	Develop the topic with facts, definitions, and details.
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**STRAND / TOPIC / STANDARD**      **Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
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INDICATOR / PROFICIENCY LEVEL	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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**STRAND / TOPIC / STANDARD**      **Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND / TOPIC / STANDARD**      **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1.d	Form and use regular and irregular verbs.
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**STRAND / TOPIC / STANDARD**      **Language Standards**

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

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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OBJECTIVE	L.3.3.a	Choose words and phrases for effect.
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My House, Part 1		
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**Maryland College and Career-Ready Standards**

**Language Arts**

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

**STRAND / TOPIC / STANDARD**

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

<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**STRAND / TOPIC / STANDARD**

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

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**STRAND / TOPIC / STANDARD**

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

<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>		
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>		
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

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

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
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STRAND /  
TOPIC /  
STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
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STRAND /  
TOPIC /  
STANDARD

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
OBJECTIVE	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.3.3.a	Choose words and phrases for effect.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).

**Maryland College and Career-Ready Standards**  
**Language Arts**  
Grade 3 - Adopted: 2010/Implemented 2013 (CCSS)

**STRAND /  
TOPIC /  
STANDARD**                      **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**                      **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STRAND /  
TOPIC /  
STANDARD**                      **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**                      **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STRAND /  
TOPIC /  
STANDARD**                      **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
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INDICATOR / PROFICIENCY LEVEL	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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**STRAND / TOPIC / STANDARD**      **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND / TOPIC / STANDARD**      **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.3.2.a	Capitalize appropriate words in titles.
OBJECTIVE	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).
OBJECTIVE	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.

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.3.3.a	Choose words and phrases for effect.
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Nile River, Yangtze River
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Maryland College and Career-Ready Standards  
Language Arts

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

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Reading	
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Reading	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Writing	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Phonics and Word Recognition
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INDICATOR / PROFICIENCY LEVEL	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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OBJECTIVE	RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
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OBJECTIVE	RF.3.3.b	Decode words with common Latin suffixes.
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STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
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INDICATOR / PROFICIENCY LEVEL	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	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).
INDICATOR / PROFICIENCY LEVEL	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	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.
OBJECTIVE	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).
OBJECTIVE	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	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.
<b>STRAND / TOPIC / STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

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

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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**

**Maryland College and Career-Ready Standards  
Language Arts**

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

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	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.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

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

STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE	RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
OBJECTIVE	RF.3.3.b	Decode words with common Latin suffixes.
STRAND / TOPIC / STANDARD	Reading Foundational Skills Standards	
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD	Reading Informational Text Standards	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / TOPIC / STANDARD	Reading Informational Text Standards	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Reading Informational Text Standards	
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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).
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD	Reading Informational Text Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
OBJECTIVE	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
OBJECTIVE	L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

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

STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	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).
INDICATOR / PROFICIENCY LEVEL	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).
INDICATOR / PROFICIENCY LEVEL	RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
OBJECTIVE	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

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

**Language Standards**

TOPIC / INDICATOR		<b>Knowledge of Language</b>
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INDICATOR / PROFICIENCY LEVEL	L.3.3	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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OBJECTIVE	L.3.3.a	Choose words and phrases for effect.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.3.4	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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STRAND /  
TOPIC /  
STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

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

STRAND /  
TOPIC /  
STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.3.6	Acquire and use accurately Grade appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roanoke, Part 2

Maryland College and Career-Ready Standards  
Language Arts  
Grade 3 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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OBJECTIVE	W.3.2.b	Develop the topic with facts, definitions, and details.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
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INDICATOR / PROFICIENCY LEVEL	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1.d	Form and use regular and irregular verbs.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.3.3.a	Choose words and phrases for effect.
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Roman Colosseum		
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Maryland College and Career-Ready Standards  
Language Arts  
Grade 3 - Adopted: 2010/Implemented 2013 (CCSS)

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>

INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
TOPIC / INDICATOR		<b>Knowledge of Language</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / TOPIC / STANDARD</b>		
<b>Reading Foundational Skills Standards</b>		
TOPIC / INDICATOR		<b>Fluency</b>
INDICATOR / PROFICIENCY LEVEL	RF.3.4	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
<b>STRAND / TOPIC / STANDARD</b>		
<b>Reading Informational Text Standards</b>		
TOPIC / INDICATOR		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.

STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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STRAND /  
TOPIC /  
STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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OBJECTIVE	W.3.2.b	Develop the topic with facts, definitions, and details.
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STRAND /  
TOPIC /  
STANDARD

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
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INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
OBJECTIVE	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)

<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.</b>

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

<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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

<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.6</b>	<b>Acquire and use accurately Grade appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</b>

**STRAND /  
TOPIC /  
STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STRAND /  
TOPIC /  
STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STRAND /  
TOPIC /  
STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

**STRAND /  
TOPIC /  
STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>

INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATOR / PROFICIENCY LEVEL	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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STRAND /  
TOPIC /  
STANDARD

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
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STRAND /  
TOPIC /  
STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

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

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND /  
TOPIC /  
STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Conventions of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.3.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
OBJECTIVE	L.3.1.d	Form and use regular and irregular verbs.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.3.4	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.3.5	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
OBJECTIVE	L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	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		

**Language Arts**

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

**STRAND /  
TOPIC /  
STANDARD**                      **College and Career Readiness Anchor Standards for Reading**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STRAND /  
TOPIC /  
STANDARD**                      **College and Career Readiness Anchor Standards for Reading**

<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**                      **College and Career Readiness Anchor Standards for Reading**

<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STRAND /  
TOPIC /  
STANDARD**                      **College and Career Readiness Anchor Standards for Reading**

<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

**STRAND /  
TOPIC /  
STANDARD**                      **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Writing	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Writing	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Language	

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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STRAND / TOPIC / STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
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INDICATOR / PROFICIENCY LEVEL	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
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STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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STRAND / TOPIC / STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
INDICATOR / PROFICIENCY LEVEL	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / TOPIC / STANDARD	Reading Informational Text Standards	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Reading Informational Text Standards	
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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).
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD	Reading Informational Text Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)

STRAND /  
TOPIC /  
STANDARD

Writing Standards

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

STRAND /  
TOPIC /  
STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
OBJECTIVE	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.

STRAND /  
TOPIC /  
STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

STRAND /  
TOPIC /  
STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1.d	Form and use regular and irregular verbs.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.3.3.a	Choose words and phrases for effect.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

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

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	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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Rooster, Part 2

**Maryland College and Career-Ready Standards**  
**Language Arts**  
Grade 3 - Adopted: 2010/Implemented 2013 (CCSS)

**STRAND /  
TOPIC /  
STANDARD**      **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**STRAND /  
TOPIC /  
STANDARD**      **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STRAND /  
TOPIC /  
STANDARD**      **College and Career Readiness Anchor Standards for Writing**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND /  
TOPIC /  
STANDARD**      **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND /  
TOPIC /  
STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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OBJECTIVE	W.3.2.b	Develop the topic with facts, definitions, and details.
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STRAND /  
TOPIC /  
STANDARD

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
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INDICATOR / PROFICIENCY LEVEL	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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STRAND /  
TOPIC /  
STANDARD

Writing Standards

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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STRAND /  
TOPIC /  
STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1.d	Form and use regular and irregular verbs.
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STRAND /  
TOPIC /  
STANDARD

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.3.2.a	Capitalize appropriate words in titles.
OBJECTIVE	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).
OBJECTIVE	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.

STRAND /  
TOPIC /  
STANDARD

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.3.3.a	Choose words and phrases for effect.

The Fox and the Crow, Part 1

Maryland College and Career-Ready Standards  
Language Arts  
Grade 3 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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STRAND / TOPIC / STANDARD
Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
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STRAND / TOPIC / STANDARD
Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
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INDICATOR / PROFICIENCY LEVEL	RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
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STRAND / TOPIC / STANDARD
Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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INDICATOR / PROFICIENCY LEVEL	RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
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STRAND / TOPIC / STANDARD
Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration

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

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND / TOPIC / STANDARD** Speaking and Listening Standards

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
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**STRAND / TOPIC / STANDARD** Language Standards

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1.d	Form and use regular and irregular verbs.
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**STRAND / TOPIC / STANDARD** Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

**STRAND / TOPIC / STANDARD** Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

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

**STRAND / TOPIC / STANDARD** Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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

**Maryland College and Career-Ready Standards**  
**Language Arts**  
Grade 3 - Adopted: 2010/implemented 2013 (CCSS)

**STRAND / TOPIC / STANDARD** College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**STRAND / TOPIC / STANDARD** College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

INDICATOR / PROFICIENCY LEVEL CCRA.W. 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / TOPIC / STANDARD</b>		
<b>Reading Literature Standards</b>		
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	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.
<b>STRAND / TOPIC / STANDARD</b>		
<b>Writing Standards</b>		
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.3.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
OBJECTIVE	W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	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.
<b>STRAND / TOPIC / STANDARD</b>		
<b>Writing Standards</b>		
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.3.2.a	Capitalize appropriate words in titles.
OBJECTIVE	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).
OBJECTIVE	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.

STRAND /  
TOPIC /  
STANDARD

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

The Theft of Thor's Hammer, Part 1

Maryland College and Career-Ready Standards  
Language Arts  
Grade 3 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Reading</b>		
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>		
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	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.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

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

STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE	RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
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OBJECTIVE	RF.3.3.b	Decode words with common Latin suffixes.
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STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
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STRAND /  
TOPIC /  
STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
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INDICATOR / PROFICIENCY LEVEL	RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
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STRAND /  
TOPIC /  
STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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INDICATOR / PROFICIENCY LEVEL	RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
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STRAND /  
TOPIC /  
STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
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**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE	W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	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.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)

INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
OBJECTIVE	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).
OBJECTIVE	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

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

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
OBJECTIVE	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).
<b>STRAND / TOPIC / STANDARD</b> <b>Language Standards</b>		
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

OBJECTIVE	L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
<b>STRAND / TOPIC / STANDARD</b> <b>Language Standards</b>		
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.6</b>	<b>Acquire and use accurately Grade appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</b>

The Theft of Thor's Hammer, Part 2

**Maryland College and Career-Ready Standards**  
**Language Arts**  
Grade 3 - Adopted: 2010/Implemented 2013 (CCSS)

<b>STRAND / TOPIC / STANDARD</b> <b>College and Career Readiness Anchor Standards for Reading</b>		
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>CCRA.R. 2</b>	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

<b>STRAND / TOPIC / STANDARD</b> <b>College and Career Readiness Anchor Standards for Writing</b>		
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>CCRA.W. 1</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>CCRA.W. 3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</b>

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STRAND /  
TOPIC /  
STANDARD**                      **College and Career Readiness Anchor Standards for Language**

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

TOPIC / INDICATOR		<b>Phonics and Word Recognition</b>
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INDICATOR / PROFICIENCY LEVEL	RF.3.3	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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OBJECTIVE	RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
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OBJECTIVE	RF.3.3.b	Decode words with common Latin suffixes.
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**STRAND /  
TOPIC /  
STANDARD**                      **Reading Literature Standards**

TOPIC / INDICATOR		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
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**STRAND /  
TOPIC /  
STANDARD**                      **Writing Standards**

TOPIC / INDICATOR		<b>Text Types and Purposes</b>
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INDICATOR / PROFICIENCY LEVEL	W.3.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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OBJECTIVE	W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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OBJECTIVE	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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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
OBJECTIVE	L.3.1.d	Form and use regular and irregular verbs.

OBJECTIVE	L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
<b>STRAND / TOPIC / STANDARD</b> <b>Language Standards</b>		
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	L.3.2.a	Capitalize appropriate words in titles.
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OBJECTIVE	L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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OBJECTIVE	L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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<b>STRAND / TOPIC / STANDARD</b> <b>Language Standards</b>		
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE	L.3.3.a	Choose words and phrases for effect.
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<b>STRAND / TOPIC / STANDARD</b> <b>Language Standards</b>		
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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Tornadoes		
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**Maryland College and Career-Ready Standards**  
**Language Arts**  
 Grade 3 - Adopted: 2010/Implemented 2013 (CCSS)

<b>STRAND / TOPIC / STANDARD</b> <b>College and Career Readiness Anchor Standards for Reading</b>		
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>CCRA.R. 1</b>	<b>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / TOPIC / STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

Reading Foundational Skills Standards

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE	RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
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OBJECTIVE	RF.3.3.b	Decode words with common Latin suffixes.
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STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RF.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATOR / PROFICIENCY LEVEL	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
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INDICATOR / PROFICIENCY LEVEL	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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OBJECTIVE	W.3.2.b	Develop the topic with facts, definitions, and details.
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**STRAND / TOPIC / STANDARD**      **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE	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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**STRAND / TOPIC / STANDARD**      **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
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INDICATOR / PROFICIENCY LEVEL	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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**STRAND / TOPIC / STANDARD**      **Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	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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**STRAND / TOPIC / STANDARD**      **Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
OBJECTIVE	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).
OBJECTIVE	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	L.3.2.a	Capitalize appropriate words in titles.
OBJECTIVE	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).

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

**Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.3.3.a	Choose words and phrases for effect.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

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

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).

**Maryland College and Career-Ready Standards**

**Language Arts**

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

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STRAND /  
TOPIC /  
STANDARD**

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

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
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INDICATOR / PROFICIENCY LEVEL	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
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STRAND /  
TOPIC /  
STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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INDICATOR / PROFICIENCY LEVEL	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATOR / PROFICIENCY LEVEL	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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STRAND /  
TOPIC /  
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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STRAND /  
TOPIC /  
STANDARD

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	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.
OBJECTIVE	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).
OBJECTIVE	SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>

INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
<b>STRAND / TOPIC / STANDARD</b>		
<b>Language Standards</b>		
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.3.3.a	Choose words and phrases for effect.
<b>STRAND / TOPIC / STANDARD</b>		
<b>Language Standards</b>		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>STRAND / TOPIC / STANDARD</b>		
<b>Language Standards</b>		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
OBJECTIVE	L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
<b>STRAND / TOPIC / STANDARD</b>		
<b>Language Standards</b>		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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		

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND /  
TOPIC /  
STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
OBJECTIVE	W.3.2.b	Develop the topic with facts, definitions, and details.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
OBJECTIVE	L.3.1.d	Form and use regular and irregular verbs.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.3.2.a	Capitalize appropriate words in titles.
OBJECTIVE	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).
OBJECTIVE	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.

STRAND /  
TOPIC /  
STANDARD

Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.3.3.a	Choose words and phrases for effect.
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William Penn, Part 1
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Maryland College and Career-Ready Standards  
Language Arts  
Grade 3 - Adopted: 2010/implemented 2013 (CCSS)

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STRAND / TOPIC / STANDARD			College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use	
INDICATOR / PROFICIENCY LEVEL	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.	
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	

STRAND / TOPIC / STANDARD			Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency	
INDICATOR / PROFICIENCY LEVEL	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	
OBJECTIVE	RF.3.4.a	Read grade-level text with purpose and understanding.	
OBJECTIVE	RF.3.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.	

STRAND / TOPIC / STANDARD			Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details	
INDICATOR / PROFICIENCY LEVEL	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	

STRAND / TOPIC / STANDARD			Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure	
INDICATOR / PROFICIENCY LEVEL	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.	

STRAND / TOPIC / STANDARD			Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas	
INDICATOR / PROFICIENCY LEVEL	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).	

INDICATOR / PROFICIENCY LEVEL	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).
INDICATOR / PROFICIENCY LEVEL	RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
STRAND / TOPIC / STANDARD	Reading Informational Text Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration

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

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND / TOPIC / STANDARD** Speaking and Listening Standards

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)
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**STRAND / TOPIC / STANDARD** Language Standards

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1.d	Form and use regular and irregular verbs.
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**STRAND / TOPIC / STANDARD** Language Standards

<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

**STRAND / TOPIC / STANDARD**      **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

**STRAND / TOPIC / STANDARD**      **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.</b>

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

**STRAND / TOPIC / STANDARD**      **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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

**STRAND / TOPIC / STANDARD**      **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.6</b>	<b>Acquire and use accurately Grade appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</b>

STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND /  
TOPIC /  
STANDARD

College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Conventions of Standard English
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INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STRAND /  
TOPIC /  
STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Phonics and Word Recognition
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INDICATOR / PROFICIENCY LEVEL	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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OBJECTIVE	RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
OBJECTIVE	RF.3.3.b	Decode words with common Latin suffixes.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.3.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
OBJECTIVE	W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
OBJECTIVE	W.3.2.b	Develop the topic with facts, definitions, and details.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.)
INDICATOR / PROFICIENCY LEVEL	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
OBJECTIVE	L.3.1.d	Form and use regular and irregular verbs.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	L.3.2.a	Capitalize appropriate words in titles.
OBJECTIVE	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).
OBJECTIVE	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.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.3.3.a	Choose words and phrases for effect.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	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).