Adventures in Writing

Benjamin Franklin's Lightning Rod

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	L.1:	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.1.3.h.	Use coordinating and subordinating conjunctions.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	L.2:	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.
EXPECTATION	L.2.3.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.2.3.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Knowledge of Language**

STANDARD	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.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.3.	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.
GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.3.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.3.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.3.	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.

GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	**SL.3:**	**Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	**SL.4:**	**Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		**Key Ideas and Details**
STANDARD	**R.5:**	**Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.**
EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.
EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		**Craft and Structure**

STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.
EXPECTATION	R.7.3.b.	Use provided resources to determine the meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.3.	Explain how an author or character uses reasons and evidence to support a claim in a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.3.a.	Read various on-level text with purpose and understanding.
EXPECTATION	R.12.3.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.3.b.	With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.

Dolphins

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

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STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.
EXPECTATION	L.2.3.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

EXPECTATION	L.2.3.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

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EXPECTATION	L.4.3.	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.
GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	L.4.3.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 / DOMAIN		LANGUAGE

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EXPECTATION	L.5.3.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.3.	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 / DOMAIN		**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.1:**	**Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
EXPECTATION	**SL.1.3.**	**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.**
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

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STANDARD	**SL.4:**	**Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		**READING**

CATEGORY / PERFORMANCE INDICATOR		**FOUNDATIONAL SKILLS/PHONICS AND WORD RECOGNITION**
STANDARD	**R.3:**	**Know and apply grade-level phonics and word analysis skills when decoding words.**

EXPECTATION	R.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.

EXPECTATION	R.3.3.b.	Decode words with common Latin suffixes.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	**R.5:**	**Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.**

EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.

EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

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STANDARD	**R.7:**	**Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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STANDARD	**R.10:**	**Evaluate the argument and specific claims in various texts.**

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EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.

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STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.3.b.	With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

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STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.3.e.	Provide a sense of closure that is related to the ideas presented.

Hagia Sophia

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

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EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

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STRAND / DOMAIN		**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.1:**	**Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
EXPECTATION	**SL.1.3.**	**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.**
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.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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CATEGORY / PERFORMANCE INDICATOR		FOUNDATIONAL SKILLS/PHONICS AND WORD RECOGNITION
STANDARD	R.3:	Know and apply grade-level phonics and word analysis skills when decoding words.
EXPECTATION	R.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.3.e.	Provide a sense of closure that is related to the ideas presented.

Hannibal's War

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

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CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.2:**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.
EXPECTATION	L.2.3.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.2.3.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / DOMAIN		**LANGUAGE**

CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.3.	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.
GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.3.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.3.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.3.	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.
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.
EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure

STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.
EXPECTATION	R.7.3.b.	Use provided resources to determine the meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.3.	Explain how an author or character uses reasons and evidence to support a claim in a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.3.a.	Read various on-level text with purpose and understanding.
EXPECTATION	R.12.3.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.3.b.	With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.

John Muir

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.
EXPECTATION	L.2.3.b.	Use commas in addresses.

EXPECTATION	L.2.3.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.2.3.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Knowledge of Language**
STANDARD	**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.**
EXPECTATION	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.4:**	**Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
EXPECTATION	**L.4.3.**	**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.**
GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.5:**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.**
EXPECTATION	**L.5.3.**	**Demonstrate understanding of word relationships and nuances in word meanings.**
GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.6:**	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

EXPECTATION	L.6.3.	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 / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.3.	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.

GRADE EXPECTATION	SL.1.3.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.

GRADE EXPECTATION	SL.1.3.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).

GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details

STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.
EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.
EXPECTATION	R.7.3.b.	Use provided resources to determine the meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.3.	Explain how an author or character uses reasons and evidence to support a claim in a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.3.a.	Read various on-level text with purpose and understanding.
EXPECTATION	R.12.3.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.3.b.	With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.3.e.	Provide a sense of closure that is related to the ideas presented.

Leif Eriksson

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

EXPECTATION	L.1.3.f.	Ensure subject-verb and pronoun-antecedent agreement.

STRAND / DOMAIN		**LANGUAGE**

CATEGORY / PERFORMANC E INDICATOR		**Conventions of Standard English**
STANDARD	**L.2:**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.

EXPECTATION	L.2.3.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

EXPECTATION	L.2.3.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / DOMAIN		**LANGUAGE**

CATEGORY / PERFORMANC E INDICATOR		**Knowledge of Language**
STANDARD	**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.**
EXPECTATION	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		**LANGUAGE**

CATEGORY / PERFORMANC E INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.4:**	**Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
EXPECTATION	**L.4.3.**	**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.**

GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		**LANGUAGE**

CATEGORY / PERFORMANC E INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.5:**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.**
EXPECTATION	**L.5.3.**	**Demonstrate understanding of word relationships and nuances in word meanings.**

GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN	**LANGUAGE**	

CATEGORY / PERFORMANC E INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.6:**	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
EXPECTATION	L.6.3.	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 / DOMAIN	**SPEAKING AND LISTENING**	

CATEGORY / PERFORMANC E INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.1:**	**Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
EXPECTATION	**SL.1.3.**	**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.**
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN	**SPEAKING AND LISTENING**	

CATEGORY / PERFORMANC E INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	**SL.3:**	**Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN	**SPEAKING AND LISTENING**	

CATEGORY / PERFORMANC E INDICATOR		**Presentation of Knowledge and Ideas**

STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.
EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.
EXPECTATION	R.7.3.b.	Use provided resources to determine the meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.3.	Explain how an author or character uses reasons and evidence to support a claim in a text.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Fluency

STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.3.a.	Read various on-level text with purpose and understanding.
EXPECTATION	R.12.3.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.3.b.	With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.3.e.	Provide a sense of closure that is related to the ideas presented.

Magnets

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.1:**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.
EXPECTATION	L.1.3.f.	Ensure subject-verb and pronoun-antecedent agreement.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.2:**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.
EXPECTATION	L.2.3.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.2.3.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Knowledge of Language**
STANDARD	**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.**
EXPECTATION	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.4:**	**Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
EXPECTATION	**L.4.3.**	**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.**

GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.3.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.3.	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 / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.3.	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.
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.
EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.
EXPECTATION	R.7.3.b.	Use provided resources to determine the meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.3.	Explain how an author or character uses reasons and evidence to support a claim in a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.3.a.	Read various on-level text with purpose and understanding.
EXPECTATION	R.12.3.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.3.b.	With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.3.e.	Provide a sense of closure that is related to the ideas presented.

Mayflower, Part 1

STRAND / DOMAIN		**Guiding Principles**
CATEGORY / PERFORMANC E INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANC E INDICATOR		**Conventions of Standard English**
STANDARD	**L.1:**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANC E INDICATOR		**Knowledge of Language**
STANDARD	**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.**
EXPECTATION	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANC E INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.4:**	**Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
EXPECTATION	**L.4.3.**	**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.**
GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANC E INDICATOR		**Vocabulary Acquisition and Use**

STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.3.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.3.	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 / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.3.	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.
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.
EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.
EXPECTATION	R.7.3.b.	Use provided resources to determine the meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.3.	Explain how an author or character uses reasons and evidence to support a claim in a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.

EXPECTATION	R.11.3.d.	Compare and contrast the key details presented in two texts on the same topic

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	**Read with sufficient accuracy and fluency to support comprehension**

EXPECTATION	R.12.3.a.	Read various on-level text with purpose and understanding.

EXPECTATION	R.12.3.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	**Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.**

EXPECTATION	W.1.3.b.	Gather information from a variety of sources and/or recall information from experiences in order to answer questions.

EXPECTATION	W.1.3.c.	Take brief notes on sources and sort information into provided categories.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	**Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**

EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	**Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**

EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.

EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.

Mayflower, Part 2

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.
EXPECTATION	L.1.3.f.	Ensure subject-verb and pronoun-antecedent agreement.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.
EXPECTATION	L.2.3.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.2.3.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.3.b.	With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.3.e.	Provide a sense of closure that is related to the ideas presented.

My Friend, Part 1

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.6:**	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
EXPECTATION	L.6.3.	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 / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.1:**	**Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
EXPECTATION	**SL.1.3.**	**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.**
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	**SL.3:**	**Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		**Presentation of Knowledge and Ideas**

STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	R.7.3.b.	Use provided resources to determine the meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.

My Friend, Part 2

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.1:**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.2:**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.
EXPECTATION	L.2.3.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.2.3.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Knowledge of Language**
STANDARD	**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.**
EXPECTATION	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		**Process and Production**

STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.3.b.	With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.3.e.	Provide a sense of closure that is related to the ideas presented.

My House, Part 1

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	L.6:	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
EXPECTATION	L.6.3.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		**Comprehension and Collaboration**
STANDARD	SL.1:	**Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
EXPECTATION	SL.1.3.	**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.**
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	SL.3:	**Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	SL.4:	**Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**

EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		**READING**

CATEGORY / PERFORMANC E INDICATOR		**Craft and Structure**
STANDARD	**R.7:**	**Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

EXPECTATION	R.7.3.b.	Use provided resources to determine the meaning of domain-specific words and phrases.

STRAND / DOMAIN		**READING**

CATEGORY / PERFORMANC E INDICATOR		**Integration of Knowledge and Ideas**
STANDARD	**R.11:**	**Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).**

EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.

STRAND / DOMAIN		**WRITING**

CATEGORY / PERFORMANC E INDICATOR		**Process and Production**
STANDARD	**W.2:**	**Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**

EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		**WRITING**

CATEGORY / PERFORMANC E INDICATOR		**Composing for Audience and Purpose**
STANDARD	**W.3:**	**Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**

EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.

EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.1:**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.2:**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.
EXPECTATION	L.2.3.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.2.3.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Knowledge of Language**
STANDARD	**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.**
EXPECTATION	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		**Process and Production**
STANDARD	**W.2:**	**Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**

EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.3.b.	With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		**Composing for Audience and Purpose**
STANDARD	W.3:	**Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.3.e.	Provide a sense of closure that is related to the ideas presented.

Nile River, Yangtze River

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	L.2:	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	L.2.3.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 / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.3.	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.
GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	L.4.3.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.3.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.3.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.3.	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.
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).

GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		FOUNDATIONAL SKILLS/PHONICS AND WORD RECOGNITION
STANDARD	R.3:	Know and apply grade-level phonics and word analysis skills when decoding words.
EXPECTATION	R.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	R.3.3.b.	Decode words with common Latin suffixes.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.
EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.
EXPECTATION	R.7.3.b.	Use provided resources to determine the meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.3.	Explain how an author or character uses reasons and evidence to support a claim in a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.3.a.	Read various on-level text with purpose and understanding.
EXPECTATION	R.12.3.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Orchestra and Conductor

Maine Learning Results

STRAND / DOMAIN		**Guiding Principles**
CATEGORY / PERFORMANC E INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANC E INDICATOR		**Conventions of Standard English**
STANDARD	**L.2:**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	L.2.3.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 / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANC E INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.4:**	**Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
EXPECTATION	**L.4.3.**	**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.**
GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	L.4.3.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 / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANC E INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.5:**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.**
EXPECTATION	**L.5.3.**	**Demonstrate understanding of word relationships and nuances in word meanings.**
GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN		**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.3.	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 / DOMAIN   **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.3.	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.
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN   **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN   **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		FOUNDATIONAL SKILLS/PHONICS AND WORD RECOGNITION
STANDARD	R.3:	Know and apply grade-level phonics and word analysis skills when decoding words.
EXPECTATION	R.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	R.3.3.b.	Decode words with common Latin suffixes.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.
EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.
EXPECTATION	R.7.3.b.	Use provided resources to determine the meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.3.	Explain how an author or character uses reasons and evidence to support a claim in a text.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.

STRAND / DOMAIN		**READING**

CATEGORY / PERFORMANCE INDICATOR		**Fluency**
STANDARD	**R.12:**	**Read with sufficient accuracy and fluency to support comprehension**

EXPECTATION	R.12.3.a.	Read various on-level text with purpose and understanding.

EXPECTATION	R.12.3.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		**WRITING**

CATEGORY / PERFORMANCE INDICATOR		**Process and Production**
STANDARD	**W.2:**	**Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**

EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Roanoke, Part 1

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.1:**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.3.	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.
GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.3.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.3.	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 / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.3.	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.
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.
EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.
EXPECTATION	R.7.3.b.	Use provided resources to determine the meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.3.	Explain how an author or character uses reasons and evidence to support a claim in a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.
EXPECTATION	R.11.3.d.	Compare and contrast the key details presented in two texts on the same topic

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.3.a.	Read various on-level text with purpose and understanding.
EXPECTATION	R.12.3.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.3.b.	Gather information from a variety of sources and/or recall information from experiences in order to answer questions.

EXPECTATION	W.1.3.c.	Take brief notes on sources and sort information into provided categories.

STRAND / DOMAIN		**WRITING**

CATEGORY / PERFORMANCE INDICATOR		**Process and Production**
STANDARD	**W.2:**	**Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**

EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		**WRITING**

CATEGORY / PERFORMANCE INDICATOR		**Composing for Audience and Purpose**
STANDARD	**W.3:**	**Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**

EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.

EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.

Roanoke, Part 2

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

STRAND / DOMAIN		**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.1:**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.
EXPECTATION	L.2.3.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.2.3.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.3.b.	With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.

EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.

EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.

EXPECTATION	W.3.3.e.	Provide a sense of closure that is related to the ideas presented.

Roman Colosseum

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.2:**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.

STRAND / DOMAIN		**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		**Knowledge of Language**
STANDARD	**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.**
EXPECTATION	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**

STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.3.	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.
GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.3.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.3.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.3.	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.
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.
EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	R.7.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.
EXPECTATION	R.7.3.b.	Use provided resources to determine the meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.

EXPECTATION	R.10.3.	Explain how an author or character uses reasons and evidence to support a claim in a text.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas

STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.3.a.	Read various on-level text with purpose and understanding.
EXPECTATION	R.12.3.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.3.b.	With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.

Roman Hoplite, American Quarter Horse

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.1:**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.4:**	**Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
EXPECTATION	**L.4.3.**	**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.**
GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.5:**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.**
EXPECTATION	**L.5.3.**	**Demonstrate understanding of word relationships and nuances in word meanings.**
GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**

STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.3.	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 / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.3.	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.
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.
EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.
EXPECTATION	R.7.3.b.	Use provided resources to determine the meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.3.	Explain how an author or character uses reasons and evidence to support a claim in a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.3.a.	Read various on-level text with purpose and understanding.
EXPECTATION	R.12.3.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Rooster, Part 1

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.3.	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.
GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.3.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.3.	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 / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.3.	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.
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).

GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	**SL.3:**	**Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**

EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	**SL.4:**	**Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**

EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		**READING**

CATEGORY / PERFORMANCE INDICATOR		**Key Ideas and Details**
STANDARD	**R.4:**	**Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.**

EXPECTATION	R.4.3.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

STRAND / DOMAIN		**READING**

CATEGORY / PERFORMANCE INDICATOR		**Key Ideas and Details**
STANDARD	**R.5:**	**Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.**

EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.

EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

STRAND / DOMAIN		**READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.
EXPECTATION	R.7.3.b.	Use provided resources to determine the meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.3.	Explain how an author or character uses reasons and evidence to support a claim in a text.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.3.a.	Read various on-level text with purpose and understanding.
EXPECTATION	R.12.3.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.

Rooster, Part 2

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.
EXPECTATION	L.2.3.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.2.3.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.3.b.	With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.3.e.	Provide a sense of closure that is related to the ideas presented.

The Fox and the Crow, Part 1

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.1:**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.4:**	**Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
EXPECTATION	**L.4.3.**	**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.**
GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.5:**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.**
EXPECTATION	**L.5.3.**	**Demonstrate understanding of word relationships and nuances in word meanings.**
GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.6:**	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
EXPECTATION	L.6.3.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.1:**	**Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
EXPECTATION	**SL.1.3.**	**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.**
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	**SL.3:**	**Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	**SL.4:**	**Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		**Key Ideas and Details**
STANDARD	**R.5:**	**Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.**
EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.

EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	**R.6:**	**Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

EXPECTATION	R.6.3.a.	Describe in depth a character, setting, or event in a story, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	**R.7:**	**Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

EXPECTATION	R.7.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	**R.8:**	**Analyze the structure of various texts, including how the features and components relate to each other and the whole.**

EXPECTATION	R.8.3.a.	Refer to parts of a text (e.g. chapters, scenes, or stanzas) and explain how each successive part builds on earlier sections.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	**R.9:**	**Assess how perspective or purpose shapes the content and style of a text.**

EXPECTATION	R.9.3.a.	Distinguish the reader's personal point of view from that of the narrator or those of the characters.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	**R.11:**	**Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).**

EXPECTATION	R.11.3.a.	Explain how specific aspects of a text's illustrations contribute to the meaning of a text (e.g., create mood, emphasize aspects of a character or setting).

STRAND / DOMAIN		READING

CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION	R.12.3.a.	Read various on-level text with purpose and understanding.

EXPECTATION	R.12.3.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.

The Fox and the Crow, Part 2

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles

CATEGORY / PERFORMANC E INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.
EXPECTATION	L.2.3.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.2.3.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details

STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.3.b.	With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.

The Theft of Thor's Hammer, Part 1

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English

STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.3.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.3.	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.
GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	L.4.3.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.3.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.3.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.3.	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.
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		FOUNDATIONAL SKILLS/PHONICS AND WORD RECOGNITION
STANDARD	R.3:	Know and apply grade-level phonics and word analysis skills when decoding words.
EXPECTATION	R.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	R.3.3.b.	Decode words with common Latin suffixes.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details

STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.
EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.3.a.	Describe in depth a character, setting, or event in a story, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.3.a.	Refer to parts of a text (e.g. chapters, scenes, or stanzas) and explain how each successive part builds on earlier sections.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.3.a.	Distinguish the reader's personal point of view from that of the narrator or those of the characters.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas

STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.3.a.	Explain how specific aspects of a text's illustrations contribute to the meaning of a text (e.g., create mood, emphasize aspects of a character or setting).

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.3.a.	Read various on-level text with purpose and understanding.
EXPECTATION	R.12.3.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.

The Theft of Thor's Hammer, Part 2

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English

STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.
EXPECTATION	L.1.3.f.	Ensure subject-verb and pronoun-antecedent agreement.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.
EXPECTATION	L.2.3.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.2.3.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.3.	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.
GRADE EXPECTATION	L.4.3.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 / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		FOUNDATIONAL SKILLS/PHONICS AND WORD RECOGNITION
STANDARD	R.3:	Know and apply grade-level phonics and word analysis skills when decoding words.
EXPECTATION	R.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	R.3.3.b.	Decode words with common Latin suffixes.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.3.b.	With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.

Tornadoes

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles

CATEGORY / PERFORMANC E INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.
EXPECTATION	L.2.3.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

EXPECTATION	L.2.3.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.3.	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.
GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	L.4.3.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.3.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.3.	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 / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.3.	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.
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		FOUNDATIONAL SKILLS/PHONICS AND WORD RECOGNITION
STANDARD	R.3:	Know and apply grade-level phonics and word analysis skills when decoding words.

EXPECTATION	R.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	R.3.3.b.	Decode words with common Latin suffixes.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	**Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.**
EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.
EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	**Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
EXPECTATION	R.7.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.
EXPECTATION	R.7.3.b.	Use provided resources to determine the meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	**Evaluate the argument and specific claims in various texts.**
EXPECTATION	R.10.3.	Explain how an author or character uses reasons and evidence to support a claim in a text.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	**Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).**
EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Fluency

STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.3.a.	Read various on-level text with purpose and understanding.
EXPECTATION	R.12.3.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.3.b.	With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.

Treasure Map, Part 1

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.**
EXPECTATION	L.3.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	**Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
EXPECTATION	L.4.3.	**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.**
GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.**
EXPECTATION	L.5.3.	**Demonstrate understanding of word relationships and nuances in word meanings.**
GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
EXPECTATION	L.6.3.	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 / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration

STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.3.	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.
GRADE EXPECTATION	SL.1.3.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.
GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.3.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details

STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.
EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.3.b.	Explain the relationship between events, ideas or concepts, using language that pertains to time, sequence, and cause/effect, based on information from the text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.
EXPECTATION	R.7.3.b.	Use provided resources to determine the meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.3.	Explain how an author or character uses reasons and evidence to support a claim in a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency

STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.3.a.	Read various on-level text with purpose and understanding.
EXPECTATION	R.12.3.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.

Treasure Map, Part 2

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.
EXPECTATION	L.2.3.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.2.3.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.3.b.	With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.

EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.

EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.

EXPECTATION	W.3.3.e.	Provide a sense of closure that is related to the ideas presented.

William Penn, Part 1

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	L.1:	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	L.2:	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Knowledge of Language**
STANDARD	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.**
EXPECTATION	L.3.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	**L.4:**	**Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
EXPECTATION	**L.4.3.**	**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.**
GRADE EXPECTATION	L.4.3.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	**L.5:**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.**
EXPECTATION	**L.5.3.**	**Demonstrate understanding of word relationships and nuances in word meanings.**
GRADE EXPECTATION	L.5.3.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	**L.6:**	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
EXPECTATION	L.6.3.	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 / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	**SL.1:**	**Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
EXPECTATION	**SL.1.3.**	**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.**
GRADE EXPECTATION	SL.1.3.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.

GRADE EXPECTATION	SL.1.3.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).
GRADE EXPECTATION	SL.1.3.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE EXPECTATION	SL.1.3.d.	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.3.a.	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.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.3.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.
EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.3.a.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.

| EXPECTATION | R.7.3.b. | Use provided resources to determine the meaning of domain-specific words and phrases. |

| **STRAND /
DOMAIN** | | **READING** |

| **CATEGORY /
PERFORMANC
E INDICATOR** | | **Integration of Knowledge and Ideas** |
| **STANDARD** | **R.10:** | **Evaluate the argument and specific claims in various texts.** |

| EXPECTATION | R.10.3. | Explain how an author or character uses reasons and evidence to support a claim in a text. |

| **STRAND /
DOMAIN** | | **READING** |

| **CATEGORY /
PERFORMANC
E INDICATOR** | | **Integration of Knowledge and Ideas** |
| **STANDARD** | **R.11:** | **Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).** |

| EXPECTATION | R.11.3.c. | Use information gained from the text features and the words within to demonstrate an understanding of the whole text. |

| EXPECTATION | R.11.3.d. | Compare and contrast the key details presented in two texts on the same topic |

| **STRAND /
DOMAIN** | | **READING** |

| **CATEGORY /
PERFORMANC
E INDICATOR** | | **Fluency** |
| **STANDARD** | **R.12:** | **Read with sufficient accuracy and fluency to support comprehension** |

| EXPECTATION | R.12.3.a. | Read various on-level text with purpose and understanding. |

| EXPECTATION | R.12.3.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

| **STRAND /
DOMAIN** | | **WRITING** |

| **CATEGORY /
PERFORMANC
E INDICATOR** | | **Inquiry to Build and Present Knowledge** |
| **STANDARD** | **W.1:** | **Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.** |

| EXPECTATION | W.1.3.b. | Gather information from a variety of sources and/or recall information from experiences in order to answer questions. |

| EXPECTATION | W.1.3.c. | Take brief notes on sources and sort information into provided categories. |

| **STRAND /
DOMAIN** | | **WRITING** |

| **CATEGORY /
PERFORMANC
E INDICATOR** | | **Process and Production** |

STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		**WRITING**

CATEGORY / PERFORMANCE INDICATOR		**Composing for Audience and Purpose**
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.

EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.

William Penn, Part 2

Maine Learning Results
Language Arts
Grade **3** - Adopted: **2020**

STRAND / DOMAIN		**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

STRAND / DOMAIN		**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

STRAND / DOMAIN		**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.2.3.a.	Capitalize appropriate words in titles.

EXPECTATION	L.2.3.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.2.3.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Knowledge of Language**
STANDARD	**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.**
EXPECTATION	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	L.3.3.a.	Choose words and phrases for effect.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.4:**	**Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
EXPECTATION	**L.4.3.**	**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.**
GRADE EXPECTATION	L.4.3.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 / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		**FOUNDATIONAL SKILLS/PHONICS AND WORD RECOGNITION**
STANDARD	**R.3:**	**Know and apply grade-level phonics and word analysis skills when decoding words.**
EXPECTATION	R.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	R.3.3.b.	Decode words with common Latin suffixes.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		**Process and Production**
STANDARD	**W.2:**	**Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**
EXPECTATION	W.2.3.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

EXPECTATION	W.2.3.b.	With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND / DOMAIN		**WRITING**

CATEGORY / PERFORMANCE INDICATOR		**Composing for Audience and Purpose**
STANDARD	**W.3:**	**Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**

EXPECTATION	W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.3.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.3.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.3.e.	Provide a sense of closure that is related to the ideas presented.

STRAND / DOMAIN		**WRITING**

CATEGORY / PERFORMANCE INDICATOR		**Composing for Audience and Purpose**
STANDARD	**W.3:**	**Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**