Main Criteria: Adventures in Writing
Secondary Criteria: Maine Learning Results

Subject: Language Arts
Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod				
		Maine Learning Results		
		Language Arts		
		Grade 3 - Adopted: 2020		
STRAND / DOMAIN		Guiding Principles		
CATEGORY / PERFORMANC E INDICATOR	Α.	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.		
EXPECTATION	L.1.3.h.	Use coordinating and subordinating conjunctions.		
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 / 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.
		READING
STRAND / DOMAIN		READING

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
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.
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.
		Dolphins
		Maine Learning Results
		Language Arts
		Grade 3 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.
STRAND / DOMAIN		LANGUAGE
CATEGORY I 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.
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 / 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		FOUNDATIONAL SKILLS/PHONICS AND WORD RECOGNITION
E INDICATOR		

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.
STRAND / DOMAIN		READING
CATEGORY I 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 / 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		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 I 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.
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.
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
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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

GRADE

EXPECTATION

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.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.
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.
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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 / 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	SL.1:	SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		SPEAKING AND LISTENING Comprehension and Collaboration Prepare for and participate in conversations across a range of topics, types, and forums, building on
CATEGORY / PERFORMANC E INDICATOR STANDARD		SPEAKING AND LISTENING Comprehension and Collaboration Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. 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
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CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION	SL.1.3.a. SL.1.3.b.	Comprehension and Collaboration Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks

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		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.
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 I 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		READING
CATEGORY I PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
ST AND ARD EXPECTATION	R.12: R.12.3.a.	Read with sufficient accuracy and fluency to support comprehension Read various on-level text with purpose and understanding.
EXPECTATION	R.12.3.a.	Read various on-level text with purpose and understanding.
EXPECTATION EXPECTATION STRAND /	R.12.3.a.	Read various on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	R.12.3.a.	Read various on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. WRITING
EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	R.12.3.a. R.12.3.c.	Read various on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. WRITING Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes the
EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD	R.12.3.a. R.12.3.c.	Read various on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. WRITING Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	R.12.3.a. R.12.3.c. W.2:	Read various on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. WRITING Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with
EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION	R.12.3.a. R.12.3.c. W.2:	Read various on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. WRITING Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	R.12.3.a. R.12.3.c. W.2:	Read various on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. WRITING Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others. WRITING

W.3.3.a.	Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
W.3.3.b.	Develop the topic with relevant supporting details.
W.3.3.d.	Use precise vocabulary/word choice.
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
	Guiding Principles
Α.	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.
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.
	LANGUAGE
	Conventions of Standard English
L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.3.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	LANGUAGE
	Conventions of Standard English
L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3.a.	Capitalize appropriate words in titles.
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).
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.
	W.3.3.b. W.3.3.d. W.3.3.e. A. L.1: L.1.3.a.

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 / 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 / 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		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.
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.
		John Muir
		Maine Learning Results
		Language Arts Grade 3 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.
STRAND / DOMAIN		LANGUAGE
CATEGORY I 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.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 / 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 fo 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

CT AND ADD	D	
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 / 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		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.

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.
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.
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 / PERFORMANC E INDICATOR	Α.	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

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.
EXPECTATION GRADE EXPECTATION	L.3.3. L.3.3.a.	
GRADE		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION STRAND /		Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.
GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC		Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. LANGUAGE
GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	L.3.3.a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. LANGUAGE Vocabulary Acquisition and Use 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
GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD	L.3.3.a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. LANGUAGE Vocabulary Acquisition and Use 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. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade
GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE	L.4: L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. LANGUAGE Vocabulary Acquisition and Use 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. 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 STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND /	L.4: L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. LANGUAGE Vocabulary Acquisition and Use 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. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	L.4: L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. LANGUAGE Vocabulary Acquisition and Use 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. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.

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 / 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 / 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		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.
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 I 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.
EXPECTATION	W.3.3.e.	Provide a sense of closure that is related to the ideas presented.
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		Maine Learning Results
		Language Arts
		Grade 3 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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.

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.
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.

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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.
STANDARD EXPECTATION		
		others' ideas and expressing their own. 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
EXPECT ATION GRADE	SL.1.3.	others' ideas and expressing their own. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
EXPECTATION GRADE EXPECTATION GRADE	SL.1.3. SL.1.3.a.	others' ideas and expressing their own. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,
EXPECTATION GRADE EXPECTATION GRADE EXPECTATION GRADE	SL.1.3.a. SL.1.3.b.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks

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 / 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		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.
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.
EXPECTATION	W.3.3.e.	Provide a sense of closure that is related to the ideas presented.
		Mayflower, Part 1

Maine Learning Results Language Arts

Grade 3 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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.	
EXPECTATION GRADE EXPECTATION	L.4.3. L.4.3.a.	and phrases from grade level content. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade
GRADE		and phrases from grade level content. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

STANDARD	L.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.

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SPEAKING AND LISTENING

DOMAIN		
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 / 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).

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 I 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.
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Mayflower, Part 2

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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.
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	L.3.3.a.	Choose words and phrases for effect.
EXPECTATION		

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.
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.
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 / PERFORMANC E INDICATOR	Α.	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		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.

My Friend, Part 2

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.
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		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.
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.
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 / PERFORMANC E INDICATOR	Α.	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		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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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.
		My House, Part 2

Maine Learning Results
Language Arts
Grade 3 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANC E INDICATOR	Α.	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.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.
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		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.
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.
EXPECTATION	W.3.3.e.	Provide a sense of closure that is related to the ideas presented.
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		Maine Learning Results
		Language Arts Grade 3 - Adopted: 2020
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STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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).

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 / 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 GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN	SL.1.3.d. SL.3: SL.3.3.a.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remainder of others. Explain their own ideas and understanding in light of the discussion. SPEAKING AND LISTENING Presentation of Knowledge and Ideas 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. 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.
EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	SL.3:	Presentation of Knowledge and Ideas 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. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION		Presentation of Knowledge and Ideas 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. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive
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STRAND /	SL.3.3.a.	
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		SPEAKING AND LISTENING
CATEGORY I 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		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 I 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 analyzits 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 /		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 / 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		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.

Language Arts

Grade 3 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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 / 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		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.
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 / 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		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.
		Roanoke, Part 1
		Maine Learning Results Language Arts Grade 3 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

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.

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

STRAND / SPEAKING AND LISTENING DOMAIN

them).

L.6.3.

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.

STAND / DOMAIN READING Craft and Structure EXPECTATION R.7: Interpret words and phrases as they are used in various texts, including determining technical, compositive, and figurative meanings, and analyze how specific word choices shape meaning or tone. EXPECTATION R.7.3a. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. EXPECTATION R.7.3b. Use provided resources to determine the meaning of domain-specific words and phrases. STRAND / DOMAIN READING CATEGORY/ EINDICATOR 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 STANDARD R.11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). EXPECTATION R.11.3c. Use information gained from the text leatures and the words within to demonstrate an understanding of the whole text EXPECTATION R.11.3.1. Compare and conteast the key details presented in two texts on the same topic STRAND / DOMAIN READING CATEGORY/ EXPECTATION R.11.3.1. Compare and conteast the key details presented in two texts on the same topic STRAND / DOMAIN READING CATEGORY/ EXPECTATION R.12.3. Read with sufficient accuracy and fluency to support comprehension EXPECTATION R.12.3. Read various on-level text with purpose and understanding.			
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CATEGORY / PERFORMANC EINDICATOR R.11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). EXPECTATION R.1.3.c. Use information gained from the text features and the words within to demonstrate an understanding of the whole text. EXPECTATION R.1.3.d. Compare and contrast the key details presented in two texts on the same topic STRAND / DOMAIN CATEGORY / PERFORMANC EINDICATOR Fluency Fluency Read with sufficient accuracy and fluency to support comprehension	EXPECTATION	R.10.3.	Explain how an author or character uses reasons and evidence to support a claim in a text.
PERFORMANC E INDICATOR 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 CATEGORY / PERFORMANC E INDICATOR Fluency Fluency R.12: Read with sufficient accuracy and fluency to support comprehension			
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STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD R.12: Read with sufficient accuracy and fluency to support comprehension	CATEGORY / PERFORMANC E INDICATOR	R.11:	Integration of Knowledge and Ideas Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic,
CATEGORY / PERFORMANC E INDICATOR STANDARD R.12: Read with sufficient accuracy and fluency to support comprehension	CATEGORY / PERFORMANC E INDICATOR STANDARD		Integration of Knowledge and Ideas Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
PERFORMANC E INDICATOR STANDARD R.12: Read with sufficient accuracy and fluency to support comprehension	CATEGORY / PERFORMANC E INDICATOR ST ANDARD EXPECTATION	R.11.3.c.	Integration of Knowledge and Ideas Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). Use information gained from the text features and the words within to demonstrate an understanding of the whole text.
	CATEGORY / PERFORMANC E INDICATOR ST ANDARD EXPECTATION STRAND /	R.11.3.c.	Integration of Knowledge and Ideas Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). Use information gained from the text features and the words within to demonstrate an understanding of the whole text. Compare and contrast the key details presented in two texts on the same topic
EXPECTATION R.12.3.a. Read various on-level text with purpose and understanding.	CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	R.11.3.c.	Integration of Knowledge and Ideas Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). Use information gained from the text features and the words within to demonstrate an understanding of the whole text. Compare and contrast the key details presented in two texts on the same topic READING
	CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	R.11.3.d.	Integration of Knowledge and Ideas Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). Use information gained from the text features and the words within to demonstrate an understanding of the whole text. Compare and contrast the key details presented in two texts on the same topic READING Fluency

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

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 / 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.
		Roanoke, Part 2
		Maine Learning Results
		Language Arts
		Grade 3 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

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		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.
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

Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and

STANDARD

EXPECTATION

W.3:

W.3.3.a.

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 Recults
		Maine Learning Results Language Arts
		Grade 3 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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	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 / 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.a.	Capitalize appropriate words in titles.
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

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

Maine Learning Results Language Arts

Grade 3 - Adopted: 2020

Roman Hoplite, American Quarter Horse

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANC E INDICATOR	Α.	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.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.
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 / 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 / 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		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 I 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.
		Rooster, Part 1
		Maine Learning Results
		Language Arts
		Grade 3 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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.

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sentences.				

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

STRAND /	LANGUAGE
DOMAIN	

CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD		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 L.3.3.a. Choose words and phrases for effect. EXPECTATION

STRAND / LANGUAGE DOMAIN

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.
CDADE	CI 10h	Follow agreed upon rules for discussions (e.g., goining the floor in respectful upon listening to other with a re-

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

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.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 / 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 / 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		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.
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 / PERFORMANC E INDICATOR	Α.	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.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.
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		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.
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/		Composing for Audience and Purpose
PERFORMANC E INDICATOR		composing for Additional and Farposo
PERFORMANC	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.
PERFORMANC E INDICATOR	W.3: W.3.3.a.	Routinely produce a variety of clear and coherent writing in which the development, organization, and
PERFORMANC E INDICATOR STANDARD		Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and
PERFORMANC E INDICATOR STANDARD EXPECTATION	W.3.3.a.	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.
PERFORMANC E INDICATOR ST ANDARD EXPECTATION EXPECTATION	W.3.3.a. W.3.3.b.	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions. Develop the topic with relevant supporting details.
PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION	W.3.3.a. W.3.3.b. W.3.3.d.	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions. Develop the topic with relevant supporting details. Use precise vocabulary/word choice.
PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION	W.3.3.a. W.3.3.b. W.3.3.d.	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions. Develop the topic with relevant supporting details. Use precise vocabulary/word choice. Provide a sense of closure that is related to the ideas presented.
PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION	W.3.3.a. W.3.3.b. W.3.3.d. W.3.3.e.	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions. Develop the topic with relevant supporting details. Use precise vocabulary/word choice. Provide a sense of closure that is related to the ideas presented. The Fox and the Crow, Part 1 Maine Learning Results Language Arts

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.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.
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
		LANGUAGE Vocabulary Acquisition and Use
CATEGORY / PERFORMANC	L.5:	
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
CATEGORY / PERFORMANC E INDICATOR STANDARD		Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE	L.5.3.	Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. Demonstrate understanding of word relationships and nuances in word meanings.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND /	L.5.3.	Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	L.5.3.	Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / DOMAIN

EXPECTATION

R.5.3.a.

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.

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		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 I 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.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E 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 / PERFORMANC E 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 I 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.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	Α.	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 / 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		SPEAKING AND LISTENING
		SPEAKING AND LISTENING Presentation of Knowledge and Ideas
CATEGORY / PERFORMANC	SL.3:	
CATEGORY / PERFORMANC E INDICATOR	SL.3: SL.3.3.a.	Presentation of Knowledge and Ideas Present information and supporting evidence appropriate to task, purpose, and audience so that
CATEGORY / PERFORMANC E INDICATOR STANDARD		Presentation of Knowledge and Ideas 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. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive
CATEGORY / PERFORMANC E INDICATOR ST ANDARD EXPECTATION		Presentation of Knowledge and Ideas 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. 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.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC		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. 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. SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	SL.3.3.a.	Present ation of Knowledge and Ideas 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. 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. SPEAKING AND LISTENING Presentation of Knowledge and Ideas Present information and supporting evidence appropriate to task, purpose, and audience so that
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD	SL.3.3.a.	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. 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. SPEAKING AND LISTENING Presentation of Knowledge and Ideas 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. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or

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 / 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.
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.
		The Theft of Thor's Hammer, Part 1
		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.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 / 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		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	R.3.3.b.	Decode words with common Latin suffixes. READING

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		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 / 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.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas

ST ANDARD R.11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, and 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 model).	tiotio
EXPECTATION R.11.3.a. Explain how specific aspects of a text's illustrations contribute to the meaning of a text (e.g., create mo	tistic,
emphasize aspects of a character or setting).	od,
STRAND / READING DOMAIN	
CATEGORY / Fluency PERFORMANC E INDICATOR	
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 / WRITING DOMAIN	
CATEGORY / Process and Production PERFORMANC E INDICATOR	
	includes the
STANDARD W.2: Develop, strengthen, and produce polished writing by using a collaborative process that 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 plant	
EXPECTATION W.2.3.a. With guidance and support from peers and adults, develop and strengthen writing as needed by plant and editing. STRAND / WRITING	
EXPECTATION W.2.3.a. With guidance and support from peers and adults, develop and strengthen writing as needed by plant and editing. STRAND / DOMAIN CATEGORY / PERFORMANC Composing for Audience and Purpose	ning, revising,
EXPECTATION W.2.3.a. With guidance and support from peers and adults, develop and strengthen writing as needed by plant and editing. STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR W.3: Routinely produce a variety of clear and coherent writing in which the development, organ	ning, revising,
EXPECTATION W.2.3.a. With guidance and support from peers and adults, develop and strengthen writing as needed by plant and editing. WRITING CATEGORY / PERFORMANC E INDICATOR STANDARD W.3: Routinely produce a variety of clear and coherent writing in which the development, organ style are appropriate to task, audience, and purpose. EXPECTATION W.3.a. Use a combination of illustrations and writing to produce pieces with introductions and bodies including	ning, revising,
EXPECTATION W.2.3.a. With guidance and support from peers and adults, develop and strengthen writing as needed by plant and editing. STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD W.3: Routinely produce a variety of clear and coherent writing in which the development, organ style are appropriate to task, audience, and purpose. EXPECTATION W.3.a. Use a combination of illustrations and writing to produce pieces with introductions and bodies including conclusions.	ning, revising,
EXPECTATION W.2.3.a. With guidance and support from peers and adults, develop and strengthen writing as needed by plant and editing. STRAND / DOMAIN CATEGORY / PERFORMANC EINDICATOR STANDARD W.3: Routinely produce a variety of clear and coherent writing in which the development, organ style are appropriate to task, audience, and purpose. EXPECTATION W.3.a. Use a combination of illustrations and writing to produce pieces with introductions and bodies including conclusions. The Theft of Thor's Hammer, Part 2 Maine Learning Results Language Arts	ning, revising,
EXPECTATION W.2.3.a. With guidance and support from peers and adults, develop and strengthen writing as needed by plant and editing. STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD W.3: Routinely produce a variety of clear and coherent writing in which the development, organ 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 conclusions. The Theft of Thor's Hammer, Part 2 Maine Learning Results Language Arts Grade 3 - Adopted: 2020 STRAND / Guiding Principles	ning, revising,
EXPECTATION W.2.3.a. With guidance and support from peers and adults, develop and strengthen writing as needed by plant and editing. STRAND / DOMAIN CATEGORY / PERFORMANC EINDICATOR STANDARD W.3: Routinely produce a variety of clear and coherent writing in which the development, organ 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 conclusions. The Theft of Thor's Hammer, Part 2 Maine Learning Results Language Arts Grade 3 - Adopted: 2020 STRAND / DOMAIN CATEGORY / A. Clear and effective communicator: Students participate in a range of evidence-based discussions and detailed writing that are both used to communicate ideas clearly with others.	ning, revising,

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
		Knowledge of Language
CATEGORY / PERFORMANC	L.3:	
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make
CATEGORY / PERFORMANC E INDICATOR STANDARD		Knowledge of Language 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.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE	L.3.3.	Knowledge of Language 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. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND /	L.3.3.	Knowledge of Language 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. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	L.3.3.	Knowledge of Language 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. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	L.3.3.a.	Knowledge of Language 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. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. LANGUAGE Vocabulary Acquisition and Use 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
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD	L.3.3.a.	Knowledge of Language 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. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. LANGUAGE Vocabulary Acquisition and Use 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. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade

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		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.
LAILCIATION	K.S.S.D.	
STRAND / DOMAIN	K.3.3.D.	READING
STRAND /	R.3.3.U.	
STRAND / DOMAIN CATEGORY / PERFORMANC	R.5:	READING
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR		READING Key Ideas and Details Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD	R.5:	Key Ideas and Details Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND /	R.5:	Key Ideas and Details Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	R.5:	Reading Key Ideas and Details Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported. WRITING
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	R.5:	READING Key Ideas and Details Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported. WRITING Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes the

STRAND	
DOMAIN	

EXPECTATION L.2.3.e.

sitting, smiled, cries, happiness).

WRITING

CATEGORY I 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.
		Tomadoes
		Maine Learning Results Language Arts
		Grade 3 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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.

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,

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.
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 / 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		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.
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
	R.10:	Evaluate the argument and specific claims in various texts.
E INDICATOR	R.10:	
E INDICATOR STANDARD		Evaluate the argument and specific claims in various texts.
E INDICATOR STANDARD EXPECTATION STRAND /		Evaluate the argument and specific claims in various texts. Explain how an author or character uses reasons and evidence to support a claim in a text.
E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC		Evaluate the argument and specific claims in various texts. Explain how an author or character uses reasons and evidence to support a claim in a text. READING
E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	R.10.3.	Evaluate the argument and specific claims in various texts. Explain how an author or character uses reasons and evidence to support a claim in a text. READING Integration of Knowledge and Ideas Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic,
E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD	R.10.3.	Evaluate the argument and specific claims in various texts. Explain how an author or character uses reasons and evidence to support a claim in a text. READING Integration of Knowledge and Ideas Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND /	R.10.3.	Evaluate the argument and specific claims in various texts. Explain how an author or character uses reasons and evidence to support a claim in a text. READING Integration of Knowledge and Ideas Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). Use information gained from the text features and the words within to demonstrate an understanding of the whole text.

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.
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.
		Treasure Map, Part 1
		Maine Learning Results Language Arts Grade 3 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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		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 / PERFORMANC E 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.
		READING
STRAND / DOMAIN		

CATEGORY/ ENDICATOR R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION R.6.3b. Explain the relationship between events, ideas or concepts, using language that pertains to time, sequence, and cause/effect, based on information from the text. EXPECTATION READING TRAND READING CATEGORY/ PERFORMANC EINDICATOR 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.7.3a. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. EXPECTATION R.7.3b. Use provided resources to determine the meaning of domain-specific words and phrases. STRAND / READING CATEGORY/ PERFORMANC EINDICATOR 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. EXPECTATION R.10.3. Integration of Knowledge and Ideas EXPECTATION R.10.3. Explain how an author or character uses reasons and evidence to support a claim in a text. EXPECTATION R.10.3. Explain how an author or character uses reasons and evidence to support a claim in a text. EXPECTATION R.10.3. Explain how an author or character uses reasons and evidence to support a claim in a text. EXPECTATION R.10.3. Explain how an author or character uses reasons and evidence to support a claim in a text. EXPECTATION R.10.3. Explain how an author or character uses reasons and evidence to support a claim in a text. EXPECTATION R.10.3. Explain how an author or character uses reasons and evidence to support a claim in a text. EXPECTATION R.10.3. Explain how an author or character uses reasons and evidence to support a claim in a text. EXPECTATION R.10.3. Explain how an author or character uses reasons and evidence to support a claim in a text.		1	
EXPECTATION R.5.3b. Explain how the key details support the central idea of a text. READING READING READING READING READING R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION R.5.3b. Explain the relationship between events, ideas or concepts, using language that pertains to time, sequence, and causo/reflect, based on information from the text. READING READING CATEGORY! READING R.7.3. Interpret words and phrases as they are used in various texts, including determining technical, comortative, and figurative meanings, and analyze how specific word choices shape meaning or tone. EXPECTATION R.7.3.0. Use provided resources to determine the meaning of domain-specific words and phrases. STRAND! READING CATEGORY! PERFORMANC Integration of Knowledge and Ideas EXPECTATION R.10.1 Evaluate the argument and specific claims in various texts. EXPECTATION R.10.2 Explain how an author or character uses reasons and evidence to support a claim in a text. EXPECTATION R.10.3 Explain how an author or character uses reasons and evidence to support a claim in a text. EXPECTATION R.10.3 Explain how an author or character uses reasons and evidence to support a claim in a text. EXPECTATION R.10.1 Use information gained from the text features and the words within to demonstrate an understanding of the whole text. EXPECTATION R.11.3 Use information gained from the text features and the words within to demonstrate an understanding of the whole text. EXPECTATION R.11.3 Use information gained from the text features and the words within to demonstrate an understanding of the whole text. EXPECTATION R.11.3 Use information gained from the text features and the words within to demonstrate an understanding of the whole text. EXPECTATION R.11.3 Use information gained from the text features and the words within to demonstrate an understanding of the whole text.	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.
CATEGORY/ PERFORMANC Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION R.6.3b. Explain the relationship between events, ideas or concepts, using language that pertains to time, sequence, and causeleffect based on information from the text. EXPECTATION R.6.3b. Craft and Structure EXPECTATION R.7.1c. 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.7.3b. Use provided resources to determine the meaning of domain-specific words and phrases. EXPECTATION R.7.3b. Use provided resources to determine the meaning of domain-specific words and phrases. EXPECTATION R.7.3c. Integration of Knowledge and Ideas EXPECTATION R.7.3c. Use provided resources to determine the meaning of domain-specific words and phrases. EXPECTATION R.7.3c. Evaluate the argument and specific claims in various texts. EXPECTATION R.1.0. Evaluate the argument and specific claims in various texts. EXPECTATION R.1.1. Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). EXPECTATION R.1.1. Use information gained from the text features and the words within to demonstrate an understanding of the whole text. EXPECTATION R.1.1.1. Use information gained from the text features and the words within to demonstrate an understanding of the whole text. EXPECTATION R.1.1.2. Use information gained from the text features and the words within to demonstrate an understanding of the whole text. EXPECTATION Fluency	EXPECTATION	R.5.3.a.	Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.
CATEGORY/ PERFORMANC EXPECTATION R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION R.6.: Explain the relationship between events, ideas or concepts, using language that pertains to time, sequence, and cause/effect, based on information from the text. EXPECTATION R.7.: Interpret words and phrases as they are used in various texts, including determining technical, commodative, and figurative meanings, and analyze how specific word choices shape meaning or tone. EXPECTATION R.7.3.: Determine the meaning of words and phrases as they are used in a text distinguishing literal from figurative language. EXPECTATION R.7.3.: Use provided resources to determine the meaning of domain-specific words and phrases. STRAND / READING READING READING R.10: Evaluate the argument and specific claims in various texts. EXPECTATION R.10: Evaluate the argument and specific claims in various texts. EXPECTATION R.10: Evaluate the argument and specific claims in various texts. EXPECTATION R.10: Evaluate the argument and specific claims in various texts. EXPECTATION R.10: Evaluate the argument and specific claims in various texts. EXPECTATION R.10: Evaluate the argument and specific claims in various texts. EXPECTATION R.10: Evaluate the argument and specific claims in various texts. EXPECTATION R.11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). EXPECTATION R.11: CATEGORY/ PERFORMANC Fluency Fluency Fluency	EXPECTATION	R.5.3.b.	Explain how the key details support the central idea of a text.
### PERFORMANC R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ### EXPECTATION R.6.: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ### EXPECTATION R.6.: Explain the relationship between events, ideas or concepts, using language that pertains to time, sequence, and cause/effect, based on information from the text. #### EXPECTATION R.6.: Experiment the relationship between events, ideas or concepts, using language that pertains to time, sequence, and cause/effect, based on information from the text. #### EXPECTATION R.7.: Craft and Structure ### EXPECTATION 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.: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. ### EXPECTATION R.7.: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. ### EXPECTATION R.7.: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. ### EXPECTATION R.7.: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. ### EXPECTATION R.7.: Description of Knowledge and Ideas Determine the meaning of domain-specific words and phrases. ### EXPECTATION R.10.: Explain how an author or character uses reasons and evidence to support a claim in a text. ### EXPECTATION R.10.: Explain how an author or character uses reasons and evidence to support a claim in a text. ### EXPECTATION R.10.: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). ### EX	STRAND / DOMAIN		READING
EXPECTATION R.6.3.b. Explain the relationship between events, ideas or concepts, using fanguage that pertains to time, sequence, and cause/effect, based on information from the text. READING CATEGORY/ PERFORMANC EINDICATOR 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 / READING CATEGORY/ PERFORMANC EINDICATOR 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. READING CATEGORY/ PERFORMANC Integration of Knowledge and Ideas EXPECTATION R.10.3. Explain how an author or character uses reasons and evidence to support a claim in a text. STRAND / R.10.5. 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 / R.10.5. Evaluate the argument and specific claims in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). EXPECTATION R.11.3. Use information gained from the text features and the words within to demonstrate an understanding of the whole text. STRAND / READING CATEGORY/ PERFORMANC Fluency	PERFORMANC		Key Ideas and Details
CATEGORY/ PERFORMANC 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 EXPECTATION 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 R.10: Integration of Knowledge and Ideas EXPECTATION R.10.3. Explain how an author or character uses reasons and evidence to support a claim in a text. STRAND / DOMAIN READING R.11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). EXPECTATION R.11.3. Use information gained from the text features and the words within to demonstrate an understanding of the whole text. STRAND / DOMAIN READING CATEGORY/ PERFORMANC Fluency	STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CATEGORY/ PERFORMANC Craft and Structure Craft and Structure EXPECTATION 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.7.3a. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. EXPECTATION R.7.3b. Use provided resources to determine the meaning of domain-specific words and phrases. STRAND / BEADING CATEGORY/ PERFORMANC EINDICATOR 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 / CATEGORY/ PERFORMANC EINDICATOR R.11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). EXPECTATION R.11.3c. Use information gained from the text features and the words within to demonstrate an understanding of the whole text. STRAND / PERFORMANC Fluency Fluency Fluency	EXPECTATION	R.6.3.b.	
EINDICATOR 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.7.3a. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. EXPECTATION R.7.3b. Use provided resources to determine the meaning of domain-specific words and phrases. STRAND / DOMAIN CATEGORY / PERFORMANC EINDICATOR 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 / READING CATEGORY / PERFORMANC EINDICATOR STANDARD R.11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). EXPECTATION R.11.3c. Use information gained from the text features and the words within to demonstrate an understanding of the whole text STRAND / READING CATEGORY / PERFORMANC EXPECTATION R.11.3c. Use information gained from the text features and the words within to demonstrate an understanding of the whole text STRAND / READING CATEGORY / PERFORMANC Fluency	STRAND / DOMAIN		READING
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 / READING CATEGORY / PERFORMANC E INDICATOR R.10.3. 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 / READING CATEGORY / PERFORMANC E INDICATOR STANDARD R.11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). EXPECTATION R.1.3. Use information gained from the text features and the words within to demonstrate an understanding of the whole text. READING CATEGORY / PERFORMANC Fluency Fluency Fluency	PERFORMANC		Craft and Structure
EXPECTATION R.7.3.b. Use provided resources to determine the meaning of domain-specific words and phrases. READING CATEGORY / PERFORMANC E INDICATOR 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. READING CATEGORY / PERFORMANC Integration of Knowledge and Ideas EXPECTATION 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 / PERFORMANC 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 / PERFORMANC Fluency Fluency	STANDARD	R.7:	
READING CATEGORY / PERFORMANC	EXPECTATION	R.7.3.a.	
CATEGORY / PERFORMANC	EXPECTATION	R.7.3.b.	Use provided resources to determine the meaning of domain-specific words and phrases.
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 / BOMAIN CATEGORY / PERFORMANC INDICATOR 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 / BOMAIN CATEGORY / PERFORMANC Fluency Fluency	STRAND / DOMAIN		READING
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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. STRAND / DOMAIN CATEGORY / PERFORMANC Fluency	PERFORMANC		Integration of Knowledge and Ideas
STRAND / READING DOMAIN CATEGORY / Fluency PERFORMANC	STANDARD	R.11:	
CATEGORY / Fluency PERFORMANC	EXPECTATION	R.11.3.c.	Use information gained from the text features and the words within to demonstrate an understanding of the whole text.
PERFORMANC	STRAND / DOMAIN		READING
	PERFORMANC		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.
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 / PERFORMANC E INDICATOR	Α.	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.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.

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		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.
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		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 Leaving Beaute
		Maine Learning Results Language Arts Grade 3 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.
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.
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 / 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 I 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 I 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 I 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
PERFORMANC	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.
PERFORMANC E INDICATOR	W.1 : W.1.3.b.	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
PERFORMANC E INDICATOR STANDARD		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.
PERFORMANC E INDICATOR STANDARD EXPECTATION	W.1.3.b.	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. Gather information from a variety of sources and/or recall information from experiences in order to answer questions.
PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND /	W.1.3.b.	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. Gather information from a variety of sources and/or recall information from experiences in order to answer questions. Take brief notes on sources and sort information into provided categories.

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.
		William Penn, Part 2
		Maine Learning Results Language Arts Grade 3 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	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.
EXPECTATION	L.1.3.d.	Form and use regular and irregular verbs.
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.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 / PERFORMANC E 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 / 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.

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.

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