Main Criteria: Adventures in Writing

Secondary Criteria: New York State Learning Standards and Core Curriculum

Subject: Language Arts
Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
/ CONTENT SPECIFICATIO	Comprehension and Collaboration STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
/ CONTENT SPECIFICATIO N	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse
GRADE EXPECTATION STRAND / DOMAIN / UNIFYING	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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/ CONTENT SPECIFICATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. New York State Next Generation English Language Arts Learning Standards English Language Arts Anchor Standards

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English	Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Langua	ge Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Convent	ions of Academic English/Language for Learning
GRADE EXPECTATION	STANDA speaking	RD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or
GRADE EXPECTATION		RD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and when writing.
STRAND / DOMAIN / UNIFYING THEME	New Yor	k State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English	Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Langua	ge Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowled	lge of Language
GRADE EXPECTATION		RD 3: Apply knowledge of language to understand how language functions in different contexts, to make choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New Yor	k State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English	Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Langua	ge Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabu	ary Acquisition and Use
GRADE EXPECTATION		RD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using lues, analyzing meaningful word parts, and consulting general and specialized reference materials, as ate.
GRADE EXPECTATION	reading,	RD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary

knowledge when considering a word or phrase important to comprehension or expression.

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CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
ST ANDARD / CONCEPTUAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R3:	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF
STANDARD / CONCEPTUAL UNDERSTAND ING		Fluency
EXPECTATION / CONTENT SPECIFICATION	3RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	3RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W

STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	3W2a:	Introduce a topic and organize related information together.
GRADE EXPECTATION	3W2b:	Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.
GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	3SL1a:	Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	3SL1b:	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
GRADE EXPECTATION	3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others.
	3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others. Explain their own ideas and understanding of the discussion.
EXPECTATION GRADE		
GRADE EXPECTATION STRAND / DOMAIN / UNIFYING		Explain their own ideas and understanding of the discussion.

EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	3L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	3L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	3L1:14	Use coordinating and subordinating conjunctions.
GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L

STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	3L2:2	Use correct capitalization.
GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	3L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).
		Dolphins

Dolphins

New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
New York State Next Generation English Language Arts Learning Standards
English Language Arts Anchor Standards
Reading Anchor Standards
Craft and Structure
STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
New York State Next Generation English Language Arts Learning Standards
English Language Arts Anchor Standards
Writing Anchor Standards
Text Types and Purposes
STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
New York State Next Generation English Language Arts Learning Standards
English Language Arts Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R3:	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R

STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF
STANDARD / CONCEPTUAL UNDERSTAND ING		Phonics and Word Recognition
EXPECT ATION / CONTENT SPECIFICATION	3RF3:	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE EXPECTATION	3RF3a:	Identify and know the meaning of the most common prefixes and suffixes.
GRADE EXPECTATION	3RF3c:	Identify, know the meanings of, and decode words with suffixes.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF
STANDARD / CONCEPTUAL UNDERSTAND ING		Fluency
EXPECTATION / CONTENT SPECIFICATION	3RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	3RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	3W2a:	Introduce a topic and organize related information together.
GRADE EXPECTATION	3W2b:	Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.
GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.
GRADE EXPECTATION	3W2e:	Provide a concluding statement or section.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	3SL1a:	Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	3SL1b:	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
GRADE EXPECTATION	3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others.
GRADE EXPECTATION	3SL1d:	Explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
ST ANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration

Including visual, quantitative, and oral). New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards STANDARD / CONCEPTUAL STANDARD / CONCEPTUAL Presentation of Knowledge and Ideas Presentation of Academic EnglishLanguage for Learning (Appendix A) Presentation of Knowledge and Ideas Presentation of Knowledge Arts Learning			
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EXPECTATION 3SL4: 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 New York State Next Generation English Language Arts Learning Standards 3L Conventions of Academic English/Language for Learning (Appendix A) Conventions Skillis for Grades 3-5: Conventions Strandard	CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
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GRADE SL1:12 Recognize and correct inappropriate shifts in verb tense. EXPECTATION GRADE 3L1:12 Recognize and correct inappropriate shifts in verb tense. EXPECTATION GRADE 3L1:16 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. EXPECTATION STRAND / DOMAIN / JUNIEYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / JOHN / STANDARD / CONCEPTUAL UNDERSTAND CONCEPTUAL CONCEPTUAL CONCEPTUAL UNDERSTAND	EXPECTATION / CONTENT SPECIFICATIO N	3L1:	Core Conventions Skills for Grades 3-5:
GRADE STANDARD / CONCEPTUAL UNDERSTAND STANDARD / CONCEPTUAL UNDERSTAND STANDARD / CONCEPTUAL UNDERSTAND	GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE 3L1:16 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. STRAND / DOMAIN / JINIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND AL1:16 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. STAND / DOMAIN / JINIFYING STANDARD / CONCEPT UAL UNDERSTAND	GRADE EXPECTATION	3L1:7	Form and use regular and irregular verbs.
New York State Next Generation English Language Arts Learning Standards OOMAIN / JUNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	GRADE EXPECTATION	3L1:12	Recognize and correct inappropriate shifts in verb tense.
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND CONVENTIONS OF Academic English/Language for Learning (Appendix A)	STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND	CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
	CONCEPTUAL		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	3L2:2	Use correct capitalization.
GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	3L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	3L4b:	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).

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).
		Hagia Sophia

New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND/
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TTILIML	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
New York State Next Generation English Language Arts Learning Standards
English Language Arts Anchor Standards
Reading Anchor Standards
Craft and Structure
STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
New York State Next Generation English Language Arts Learning Standards
English Language Arts Anchor Standards
Writing Anchor Standards
Text Types and Purposes
STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
New York State Next Generation English Language Arts Learning Standards
English Language Arts Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R3:	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R

STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF
ST ANDARD / CONCEPTUAL UNDERST AND ING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATIO N	3RF3:	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE EXPECTATION	3RF3a:	Identify and know the meaning of the most common prefixes and suffixes.
GRADE EXPECTATION	3RF3c:	Identify, know the meanings of, and decode words with suffixes.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF
STANDARD / CONCEPTUAL UNDERSTAND ING		Fluency
EXPECTATION / CONTENT SPECIFICATION	3RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	3RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	3W2a:	Introduce a topic and organize related information together.
GRADE EXPECTATION	3W2b:	Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.
GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.
GRADE EXPECTATION	3W2e:	Provide a concluding statement or section.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	3SL1a:	Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	3SL1b:	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
GRADE EXPECTATION	3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others.
GRADE EXPECTATION	3SL1d:	Explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
ST ANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:1	Produce simple, compound, and complex sentences.
GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	3L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	3L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L

STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	3L2:2	Use correct capitalization.
GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	3L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	3L4b:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).
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New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details

GRADE EXPECTATION

STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD I CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD I CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R3:	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R

STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF
STANDARD / CONCEPTUAL UNDERSTAND ING		Fluency
EXPECTATION / CONTENT SPECIFICATION	3RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	3RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
THEME		
		3rd Grade Writing Standards 3W
CATEGORY / CLUSTER /		3rd Grade Writing Standards 3W Text Types and Purposes
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	3W2:	
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	3W2:	Text Types and Purposes Write informative/explanatory texts to explore a topic and convey ideas and information relevant to
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE		Text Types and Purposes Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE EXPECTATION GRADE	3W2a:	Text Types and Purposes Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. Introduce a topic and organize related information together.
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION	3W2a: 3W2b:	Text Types and Purposes Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. Introduce a topic and organize related information together. Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.

STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	3SL1a:	Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	3SL1b:	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
GRADE EXPECTATION	3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others.
GRADE EXPECTATION	3SL1d:	Explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L

STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:1	Produce simple, compound, and complex sentences.
GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	3L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	3L2:2	Use correct capitalization.
GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	3L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L

ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND /		New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING THEME		
UNIFYING		3rd Grade Language Standards 3L

EXPECTATION / 3L6: CONTENT SPECIFICATION

Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).

John Muir

New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

THEME

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R3:	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF
STANDARD / CONCEPTUAL UNDERSTAND ING		Fluency
EXPECTATION / CONTENT SPECIFICATION	3RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	3RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	3W2a:	Introduce a topic and organize related information together.
GRADE EXPECTATION	3W2b:	Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.
GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.
GRADE EXPECTATION	3W2e:	Provide a concluding statement or section.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	3SL1a:	Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	3SL1b:	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
GRADE EXPECTATION	3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others.
GRADE EXPECTATION	3SL1d:	Explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL

STANDARD / CONCEPTUAL UNDERSTAND		Comprehension and Collaboration
ING		
EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	3L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	3L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L

STANDARD /		
CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	3L2:2	Use correct capitalization.
GRADE EXPECTATION	3L2:3	Use commas in addresses.
GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	3L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND		Knowledge of Language
ING		
EXPECTATION / CONTENT SPECIFICATION	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
EXPECTATION / CONTENT SPECIFICATIO	3L3: 3L3a:	English; signal this awareness by selecting conversational or academic forms when speaking or
EXPECTATION / CONTENT SPECIFICATION	3L3a:	English; signal this awareness by selecting conversational or academic forms when speaking or writing.
EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING	3L3a:	English; signal this awareness by selecting conversational or academic forms when speaking or writing. Choose words and phrases for effect.
EXPECTATION / CONTENT SPECIFICATION N GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	3L3a:	English; signal this awareness by selecting conversational or academic forms when speaking or writing. Choose words and phrases for effect. New York State Next Generation English Language Arts Learning Standards

GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).
		Leif Eriksson
		New York State Learning Standards and Core Curriculum
		Language Arts

Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Key Ideas and Details

GRADE EXPECTATION STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the kind supporting details and ideas. GRADE EXPECTATION STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of EXPECTATION STRAND / DOMAIN / UNIFYING New York State Next Generation English Language Arts Learning Standards UNIFYING	
STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN /	a text.
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THEME	
CATEGORY / English Language Arts Anchor Standards CLUSTER / KEY IDEA	
STANDARD / CONCEPTUAL UNDERSTAND ING	
EXPECTATION Craft and Structure / CONTENT SPECIFICATIO N	
GRADE STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connoc and figurative meanings, and analyze how specific word choices shape meaning or tone.	tative,
GRADE STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portion the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	ns of
STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME	
CATEGORY / English Language Arts Anchor Standards CLUSTER / KEY IDEA	
STANDARD / CONCEPTUAL UNDERSTAND ING	
EXPECTATION Text Types and Purposes / CONTENT SPECIFICATIO N	
GRADE STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clear and accurately through the effective selection, organization, and analysis of content.	arly
GRADE STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques chosen details, and well-structured event sequences.	s, well-
STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING	
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ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING	New York State Next Generation English Language Arts Learning Standards English Language Arts Anchor Standards
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	English Language Arts Anchor Standards
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	English Language Arts Anchor Standards Language Anchor Standards
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE	English Language Arts Anchor Standards Language Anchor Standards Conventions of Academic English/Language for Learning STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE EXPECTATION GRADE	English Language Arts Anchor Standards Language Anchor Standards Conventions of Academic English/Language for Learning STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING	English Language Arts Anchor Standards Language Anchor Standards Conventions of Academic English/Language for Learning STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R3:	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF
STANDARD / CONCEPTUAL UNDERSTAND ING		Fluency
EXPECTATION / CONTENT SPECIFICATION	3RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	3RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	3W2a:	Introduce a topic and organize related information together.
GRADE EXPECTATION	3W2b:	Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.
GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.
GRADE EXPECTATION	3W2e:	Provide a concluding statement or section.

EXPECTATION

SPECIFICATION

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	3SL1a:	Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	3SL1b:	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
GRADE EXPECTATION	3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others.
GRADE EXPECTATION	3SL1d:	Explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards 3rd Grade Speaking and Listening Standards 3SL
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	3L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	3L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	3L1:13	Ensure subject-verb and pronoun-antecedent agreement.
GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	3L2:2	Use correct capitalization.
GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).

GRADE EXPECTATION	3L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION /	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).

SPECIFICATION

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New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

EXPECTATION / CONTENT

SPECIFICATIO

Craft and Structure

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards

GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT	Knowledge of Language
SPECIFICATIO N	
	STANDARD 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.
N GRADE	
GRADE EXPECTATION STRAND / DOMAIN / UNIFYING	effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use			
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards			
CATEGORY / CLUSTER / KEY IDEA	3rd Grade Reading Standards (Literary and Informational Text) 3R				
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details			
EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)			
EXPECTATION / CONTENT SPECIFICATION	3R3:	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)			
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards			
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R			
STANDARD / CONCEPTUAL UNDERSTAND ING	Craft and Structure				
EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)			
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards			
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF			
STANDARD / CONCEPTUAL UNDERSTAND ING		Fluency			

EXPECTATION / CONTENT SPECIFICATION	3RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.	
GRADE EXPECTATION	3RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W	
ST ANDARD / CONCEPT UAL UNDERST AND ING		Гехt Types and Purposes	
EXPECTATION / CONTENT SPECIFICATION	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.	
GRADE EXPECTATION	3W2a:	ntroduce a topic and organize related information together.	
GRADE EXPECTATION	3W2b:	Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.	
GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.	
GRADE EXPECTATION	3W2e:	Provide a concluding statement or section.	
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL	
ST ANDARD / CONCEPTUAL UNDERST AND ING		Comprehension and Collaboration	
EXPECTATION / CONTENT SPECIFICATION	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.	
GRADE EXPECTATION	3SL1a:	Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.	
GRADE EXPECTATION	3SL1b:	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.	

GRADE EXPECTATION	3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others.		
GRADE EXPECTATION	3SL1d:	Explain their own ideas and understanding of the discussion.		
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL		
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration		
EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).		
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL		
STANDARD / CONCEPTUAL		Presentation of Knowledge and Ideas		
UNDERST AND ING				
	3SL4:	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 / CONTENT	3SL4:			
EXPECTATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING	3SL4:	details, speaking clearly at an understandable pace.		
EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	3SL4:	details, speaking clearly at an understandable pace. New York State Next Generation English Language Arts Learning Standards		
EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	3SL4: 3L1:	details, speaking clearly at an understandable pace. New York State Next Generation English Language Arts Learning Standards 3rd Grade Language Standards 3L		
EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO		New York State Next Generation English Language Arts Learning Standards 3rd Grade Language Standards 3L Conventions of Academic English/Language for Learning (Appendix A)		

GRADE EXPECTATION	3L1:7	Form and use regular and irregular verbs.	
GRADE EXPECTATION	3L1:12	ecognize and correct inappropriate shifts in verb tense.	
GRADE EXPECTATION	3L1:13	sure subject-verb and pronoun-antecedent agreement.	
GRADE EXPECTATION	3L1:16	roduce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L	
ST ANDARD / CONCEPTUAL UNDERST AND ING	L O O O O O O O O O O O O O O O O O O O		
EXPECTATION / CONTENT SPECIFICATION	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:	
GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.	
GRADE EXPECTATION	3L2:2	Use correct capitalization.	
GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).	
GRADE EXPECTATION	3L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.	
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L	
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language	
EXPECTATION / CONTENT SPECIFICATIO	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.	

GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE		
EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). New York State Next Generation English Language Arts Learning Standards
STRAND / DOMAIN / UNIFYING	3L5a:	
STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	3L5a:	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards				
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards	Reading Anchor Standards			
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details	ey Ideas and Details			
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical icite specific textual evidence when writing or speaking to support conclusions drawn from the text.	TANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; e specific textual evidence when writing or speaking to support conclusions drawn from the text.			
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summa supporting details and ideas.	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards				
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards	English Language Arts Anchor Standards			
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards	Reading Anchor Standards			
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure				
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and latte text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	arger portions of			
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards				
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards				
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards				

EXPECTATION / CONTENT SPECIFICATIO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R3:	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF
STANDARD / CONCEPTUAL UNDERSTAND ING		Fluency
EXPECTATION / CONTENT SPECIFICATION	3RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	3RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
ST ANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

2c: Use precise language and content-specific vocabulary.
New York State Next Generation English Language Arts Learning Standards
3rd Grade Writing Standards 3W
Research to Build and Present Knowledge
Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.
New York State Next Generation English Language Arts Learning Standards
3rd Grade Speaking and Listening Standards 3SL
Comprehension and Collaboration
1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
1a: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
1c: Ask questions to check understanding of information presented and link comments to the remarks of others.
1d: Explain their own ideas and understanding of the discussion.
New York State Next Generation English Language Arts Learning Standards
3rd Grade Speaking and Listening Standards 3SL

EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:11	Use quotation marks or italics to indicate titles of works.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L

STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).
		Mayflower, Part 2
		New York State Learning Standards and Core Curriculum Language Arts Grade 3 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION		STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION		STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION		STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	3W2a:	Introduce a topic and organize related information together.
GRADE EXPECTATION	3W2b:	Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.
GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.
GRADE EXPECTATION	3W2e:	Provide a concluding statement or section.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:
GRADE	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.

EXPECTATION

GRADE EXPECTATION	3L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	3L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	3L1:13	Ensure subject-verb and pronoun-antecedent agreement.
GRADE EXPECTATION	3L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	3L2:2	Use correct capitalization.
GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	3L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).
		My Friend, Part 1
		New York State Learning Standards and Core Curriculum Language Arts Grade 3 - Adopted: 2017/Effective 2020
		Grade 3 - Adopted: 2017/Effective 2020
STRAND /		New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING THEME		
UNIFYING		English Language Arts Anchor Standards
UNIFYING THEME CATEGORY / CLUSTER /		
UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND		English Language Arts Anchor Standards
UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO		English Language Arts Anchor Standards Reading Anchor Standards
UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE		English Language Arts Anchor Standards Reading Anchor Standards Craft and Structure STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative,
UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING		English Language Arts Anchor Standards Reading Anchor Standards Craft and Structure STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY I CLUSTER I KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	3W2b:	Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.
GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	3SL1a:	Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	3SL1b:	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
GRADE EXPECTATION	3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others.
GRADE EXPECTATION	3SL1d:	Explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.

GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).
		My Friend, Part 2
		<u> </u>
		New York State Learning Standards and Core Curriculum
		Language Arts Grade 3 - Adopted: 2017/Effective 2020
		Grade 3 - Adopted. 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION		STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION		STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION		STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION		STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	3W2a:	Introduce a topic and organize related information together.
GRADE EXPECTATION	3W2b:	Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.
GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.
GRADE EXPECTATION	3W2e:	Provide a concluding statement or section.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	3L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	3L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
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CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
CLUSTER /		Conventions of Academic English/Language for Learning (Appendix A)
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	3L2:	
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	3L2: 3L2:1	Conventions of Academic English/Language for Learning (Appendix A)
CLUSTER / KEYIDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE		Conventions of Academic English/Language for Learning (Appendix A) Core Punctuation and Spelling Skills for Grades 3-5:
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE	3L2:1	Conventions of Academic English/Language for Learning (Appendix A) Core Punctuation and Spelling Skills for Grades 3-5: Capitalize appropriate words in titles.
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION	3L2:1 3L2:2	Conventions of Academic English/Language for Learning (Appendix A) Core Punctuation and Spelling Skills for Grades 3-5: Capitalize appropriate words in titles. Use correct capitalization. Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g.,

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).
CONTENT	3L6:	
CONTENT	3L6:	those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert). My House, Part 1 New York State Learning Standards and Core Curriculum
CONTENT	3L6:	those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert). My House, Part 1
CONTENT	3L6:	those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert). My House, Part 1 New York State Learning Standards and Core Curriculum Language Arts
CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	3L6:	those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert). My House, Part 1 New York State Learning Standards and Core Curriculum Language Arts Grade 3 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	3L6:	those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert). My House, Part 1 New York State Learning Standards and Core Curriculum Language Arts Grade 3 - Adopted: 2017/Effective 2020 New York State Next Generation English Language Arts Learning Standards
STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	3L6:	those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert). My House, Part 1 New York State Learning Standards and Core Curriculum Language Arts Grade 3 - Adopted: 2017/Effective 2020 New York State Next Generation English Language Arts Learning Standards English Language Arts Anchor Standards

STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING

THEME

CATEGORY / English Language Arts Anchor Standards
CLUSTER /
KEY IDEA

STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY /		3rd Grade Reading Standards (Literary and Informational Text) 3R
CLUSTER / KEY IDEA		
		Craft and Structure
ST ANDARD / CONCEPTUAL UNDERSTAND	3R4:	
STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT	3R4:	Craft and Structure
STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	3R4:	Craft and Structure Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	3R4:	Craft and Structure Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL) New York State Next Generation English Language Arts Learning Standards
STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	3R4: 3W2:	Craft and Structure Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL) New York State Next Generation English Language Arts Learning Standards 3rd Grade Writing Standards 3W

GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATIO N	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	3SL1a:	Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	3SL1b:	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
GRADE EXPECTATION	3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others.
GRADE EXPECTATION	3SL1d:	Explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATIO N	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).
		My House, Part 2
		New York State Learning Standards and Core Curriculum Language Arts Grade 3 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards English Language Arts Anchor Standards
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND		English Language Arts Anchor Standards
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO		English Language Arts Anchor Standards Writing Anchor Standards
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE		English Language Arts Anchor Standards Writing Anchor Standards Text Types and Purposes STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE EXPECTATION GRADE		English Language Arts Anchor Standards Writing Anchor Standards Text Types and Purposes STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-

STANDARD / CONCEPTUAL UNDERSTAND ING

Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N		Conventions of Academic English/Language for Learning
GRADE EXPECTATION		STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION		STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
THEME		
		3rd Grade Writing Standards 3W
CATEGORY / CLUSTER /		3rd Grade Writing Standards 3W Text Types and Purposes
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	3W2:	
THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	3W2: 3W2a:	Text Types and Purposes Write informative/explanatory texts to explore a topic and convey ideas and information relevant to
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE		Text Types and Purposes Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE EXPECTATION GRADE	3W2a:	Text Types and Purposes Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. Introduce a topic and organize related information together.

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	3L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	3L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	3L2:2	Use correct capitalization.
GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).

Nile River, Yangtze River

New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD I CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD I CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas

GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
GRADE	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using

GRADE EXPECTATION

STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R3:	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
ST ANDARD / CONCEPTUAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF
STANDARD / CONCEPTUAL UNDERSTAND ING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	3RF3:	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE	3RF3a:	Identify and know the meaning of the most common prefixes and suffixes.

EXPECTATION

GRADE EXPECTATION	3RF3c:	Identify, know the meanings of, and decode words with suffixes.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF
STANDARD / CONCEPTUAL UNDERSTAND ING		Fluency
EXPECTATION / CONTENT SPECIFICATION	3RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	3RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
CONCEPTUAL UNDERSTAND	3SL1:	Comprehension and Collaboration Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	3SL1 :	Participate and engage effectively in a range of collaborative discussions with diverse peers and
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO N GRADE		Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. Come to discussions having read or studied required material; draw on that preparation and other information known
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE	3SL1a:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION	3SL1a: 3SL1b:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
CONCEPTUAL UNDERST AND ING EXPECT AT ION / CONT ENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION	3SL1a: 3SL1b: 3SL1c:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. Ask questions to check understanding of information presented and link comments to the remarks of others.

STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:1	Produce simple, compound, and complex sentences.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	3L4b:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Orchestra and Conductor

New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details

GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

ST ANDARD /	Speaking and Listening Anchor Standards
CONCEPTUAL UNDERSTAND ING	-F-Saming and Licesing Among Standards
EXPECTATION / CONTENT SPECIFICATIO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R3:	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY I CLUSTER I KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF
STANDARD / CONCEPTUAL UNDERSTAND ING		Phonics and Word Recognition

EXPECTATION / CONTENT SPECIFICATIO N	3RF3:	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE EXPECTATION	3RF3a:	Identify and know the meaning of the most common prefixes and suffixes.
GRADE EXPECTATION	3RF3c:	Identify, know the meanings of, and decode words with suffixes.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF
ST ANDARD / CONCEPTUAL UNDERST AND ING		Fluency
EXPECTATION / CONTENT SPECIFICATION	3RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	3RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards 3rd Grade Speaking and Listening Standards 3SL
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	3SL1:	3rd Grade Speaking and Listening Standards 3SL
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	3SL1 :	3rd Grade Speaking and Listening Standards 3SL Comprehension and Collaboration Participate and engage effectively in a range of collaborative discussions with diverse peers and
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE		3rd Grade Speaking and Listening Standards 3SL Comprehension and Collaboration Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. Come to discussions having read or studied required material; draw on that preparation and other information known
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE	3SL1a:	3rd Grade Speaking and Listening Standards 3SL Comprehension and Collaboration Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPT UAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use

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EXPECTATION / CONTENT SPECIFICATION	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	3L4b:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
		Roanoke Part 1

Roanoke, Part 1

New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GRADE

EXPECTATION

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER /	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse

partners; express ideas clearly and persuasively, and build on those of others.

STRAND /

DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R3:	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF
STANDARD / CONCEPTUAL UNDERSTAND ING		Fluency
EXPECTATION / CONTENT SPECIFICATION	3RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	3RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	3W7:	Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
ST ANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	3SL1a:	Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	3SL1b:	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
GRADE EXPECTATION	3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others.
GRADE EXPECTATION	3SL1d:	Explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	3L1:7	Form and use regular and irregular verbs.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).
		Roanoke, Part 2
		New York State Learning Standards and Core Curriculum
		Language Arts

Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Conventions of Academic English/Language for Learning
GRADE EXPECTATION		STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION		STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	3W2a:	Introduce a topic and organize related information together.
GRADE EXPECTATION	3W2b:	Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.
GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.

GRADE EXPECTATION	3W2e:	Provide a concluding statement or section.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:1	Produce simple, compound, and complex sentences.
GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	3L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	3L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	3L2:2	Use correct capitalization.

GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	3L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).
		Roman Colosseum
		New York State Learning Standards and Core Curriculum

New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND	Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R3:	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF

STANDARD / CONCEPTUAL UNDERSTAND ING		Fluency
EXPECTATION / CONTENT SPECIFICATION	3RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	3RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	3W2a:	Introduce a topic and organize related information together.
GRADE EXPECTATION	3W2b:	Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.
GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	3SL1a:	Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	3SL1b:	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.

GRADE EXPECTATION	3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others.
GRADE EXPECTATION	3SL1d:	Explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:

GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
CT AND ADD /		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTAND ING		
CONCEPTUAL UNDERSTAND	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.

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CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).

Roman Hoplite, American Quarter Horse

New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

SPECIFICATIO

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CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT	Craft and Structure

GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R3:	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
STRAND / DOMAIN / JNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF
STANDARD / CONCEPTUAL UNDERSTAND ING		Fluency
EXPECTATION / CONTENT SPECIFICATIO N	3RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	3RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / JNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATIO N	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	3SL1a:	Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE EXPECTATION	3SL1b:	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
GRADE EXPECTATION	3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others.
GRADE EXPECTATION	3SL1d:	Explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.

GRADE EXPECTATION	3L1:7	Form and use regular and irregular verbs.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
		Rooster, Part 1
		New York State Learning Standards and Core Curriculum
		Language Arts
		Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details

GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

ST ANDARD /	Speaking and Listening Anchor Standards
CONCEPTUAL UNDERSTAND ING	-F-Saming and Licesing Among Standards
EXPECTATION / CONTENT SPECIFICATIO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	3R1:	Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R3:	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF

STANDARD / CONCEPTUAL UNDERSTAND ING		Fluency
EXPECTATION / CONTENT SPECIFICATION	3RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	3RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION		
/ CONTENT SPECIFICATIO N	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
/ CONTENT SPECIFICATIO	3SL1 :	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
/ CONTENT SPECIFICATIO N		adults, expressing ideas clearly, and building on those of others. Come to discussions having read or studied required material; draw on that preparation and other information known
GRADE CRADE	3SL1a:	adults, expressing ideas clearly, and building on those of others. Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

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CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 /		New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING THEME		
UNIFYING		3rd Grade Language Standards 3L
UNIFYING THEME CATEGORY / CLUSTER /		
UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	3L1:	3rd Grade Language Standards 3L
UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	3L1:	3rd Grade Language Standards 3L Conventions of Academic English/Language for Learning (Appendix A)
UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE		3rd Grade Language Standards 3L Conventions of Academic English/Language for Learning (Appendix A) Core Conventions Skills for Grades 3-5:
UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION	3L1:2	3rd Grade Language Standards 3L Conventions of Academic English/Language for Learning (Appendix A) Core Conventions Skills for Grades 3-5: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.

STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use

EXPECTATION / 3L6: CONTENT SPECIFICATION

Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).

Rooster, Part 2

New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

UNDERST AND ING

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY I CLUSTER I KEY IDEA		3rd Grade Writing Standards 3W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	3W2a:	Introduce a topic and organize related information together.
GRADE EXPECTATION	3W2b:	Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.
GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.
GRADE EXPECTATION	3W2e:	Provide a concluding statement or section.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:1	Produce simple, compound, and complex sentences.
GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	3L1:7	Form and use regular and irregular verbs.

GRADE EXPECTATION	3L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	3L2:2	Use correct capitalization.
GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	3L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).

The Fox and the Crow, Part 1

New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

GRADE

EXPECTATION

New York State Next Generation English Language Arts Learning Standards

DOMAIN / UNIFYING THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure

STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative,

and figurative meanings, and analyze how specific word choices shape meaning or tone.

GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
GRADE EXPECTATION	STANDARD 6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD I CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE	STANDARD 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

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	3R1:	Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R3:	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD /		Craft and Structure

EXPECTATION / 3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (Rl&RL) CONTENT **SPECIFICATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING **THEME** CATEGORY / 3rd Grade Reading Standards (Literary and Informational Text) | 3R CLUSTER / **KEY IDEA** STANDARD / Integration of Knowledge and Ideas **CONCEPTUAL UNDERSTAND** ING EXPECTATION / 3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create CONTENT mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL) **SPECIFICATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 3rd Grade Reading Standards: Foundational Skills | 3RF CLUSTER / **KEY IDEA** STANDARD / Fluency CONCEPTUAL **UNDERSTAND** ING 3RF4: **EXPECTATION** Read grade-level text with sufficient accuracy and fluency to support comprehension. / CONTENT **SPECIFICATIO** Ν **GRADE** 3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 3rd Grade Writing Standards | 3W CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** 3W3: Write narratives to develop real or imagined experiences or events using effective techniques, / CONTENT descriptive details, and clear event sequences. **SPECIFICATIO** Ν **GRADE** 3W3a: Establish a situation and introduce a narrator and/or characters. **EXPECTATION** GRADE 3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of **EXPECTATION** characters to situations.

GRADE EXPECTATION	3W3d:	Provide a conclusion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	3SL1a:	Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	3SL1b:	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
GRADE EXPECTATION	3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others.
GRADE EXPECTATION	3SL1d:	Explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	3L1:7	Form and use regular and irregular verbs.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).
		The Fox and the Crow, Part 2
		New York State Learning Standards and Core Curriculum Language Arts Grade 3 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Presentation of Knowledge and Ideas
GRADE EXPECTATION		STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task purpose, and audience

 $reasoning. \ Ensure\ that\ the\ organization,\ development,\ and\ style\ are\ appropriate\ to\ task,\ purpose,\ and\ audience.$

EXPECTATION

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Conventions of Academic English/Language for Learning
GRADE EXPECTATION		STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION		STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	3R1:	Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)

EXPECTATION

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
GRADE EXPECTATION	3W3a:	Establish a situation and introduce a narrator and/or characters.
GRADE EXPECTATION	3W3b:	Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
GRADE EXPECTATION	3W3d:	Provide a conclusion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:
GRADE	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.

GRADE EXPECTATION	3L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	3L2:2	Use correct capitalization.
GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	3L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).

The Theft of Thor's Hammer, Part 1

New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

GRADE

EXPECTATION

New York State Next Generation English Language Arts Learning Standards

IHEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure

STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative,

and figurative meanings, and analyze how specific word choices shape meaning or tone.

GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
GRADE EXPECTATION	STANDARD 6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD I CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE	STANDARD 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

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
CONCEPTUAL UNDERSTAND	3R1:	Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)
CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT	3R1: 3R2:	Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.
EXPECTATION / CONTENT SPECIFICATION / CONTENT		Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL) Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.
EXPECTATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION EXPECTATION / CONTENT SPECIFICATION / CONTENT	3R2:	Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL) Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL) In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using
EXPECTATION / CONTENT SPECIFICATION	3R2:	Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL) Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL) In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)

EXPECTATION / 3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (Rl&RL) CONTENT **SPECIFICATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING **THEME** CATEGORY / 3rd Grade Reading Standards (Literary and Informational Text) | 3R CLUSTER / **KEY IDEA** STANDARD / Integration of Knowledge and Ideas **CONCEPTUAL UNDERSTAND** ING EXPECTATION / 3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create CONTENT mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL) **SPECIFICATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 3rd Grade Reading Standards: Foundational Skills | 3RF CLUSTER / **KEY IDEA** STANDARD / **Phonics and Word Recognition** CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** 3RF3: Know and apply grade-level phonics and word analysis skills in decoding words. / CONTENT **SPECIFICATIO** Ν **GRADE** 3RF3a: Identify and know the meaning of the most common prefixes and suffixes. **EXPECTATION** GRADE 3RF3c: Identify, know the meanings of, and decode words with suffixes. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 3rd Grade Reading Standards: Foundational Skills | 3RF CLUSTER / **KEY IDEA** STANDARD / **Fluency** CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** 3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. / CONTENT **SPECIFICATIO** Ν 3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **GRADE EXPECTATION**

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
GRADE EXPECTATION	3W3a:	Establish a situation and introduce a narrator and/or characters.
GRADE EXPECTATION	3W3b:	Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
GRADE EXPECTATION	3W3d:	Provide a conclusion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	3SL1a:	Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	3SL1b:	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
GRADE EXPECTATION	3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others.
GRADE EXPECTATION	3SL1d:	Explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:

GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	3L4b:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).

The Theft of Thor's Hammer, Part 2

New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

GRADE EXPECTATION

speaking.

New York State Next Generation English Language Arts Learning Standards

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or

GRADE EXPECTATION		STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
CONCEPTUAL UNDERSTAND	3R1:	Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT	3R1: 3R2:	Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.
EXPECTATION / CONTENT SPECIFICATION / CONTENT		Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL) Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.
EXPECTATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING		Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL) Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL) Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL) New York State Next Generation English Language Arts Learning Standards
EXPECTATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND		Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL) Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL) New York State Next Generation English Language Arts Learning Standards 3rd Grade Reading Standards: Foundational Skills 3RF

GRADE EXPECTATION	3RF3c:	Identify, know the meanings of, and decode words with suffixes.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
GRADE EXPECTATION	3W3a:	Establish a situation and introduce a narrator and/or characters.
GRADE EXPECTATION	3W3b:	Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
GRADE EXPECTATION	3W3d:	Provide a conclusion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:

GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	3L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	3L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	3L1:13	Ensure subject-verb and pronoun-antecedent agreement.
GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	3L2:2	Use correct capitalization.
GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	3L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATIO N	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4b:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).
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		New York State Learning Standards and Core Curriculum
		Language Arts
		Grade 3 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY /		English Language Arts Anchor Standards

CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING English Language Arts Anchor Standards Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

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SPECIFICATION

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)

EXPECTATION / 3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In CONTENT informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using **SPECIFICATION** language that pertains to time, sequence, and cause/effect. (RI) STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING **THEME** CATEGORY / 3rd Grade Reading Standards (Literary and Informational Text) | 3R CLUSTER / **KEY IDEA** STANDARD / **Craft and Structure CONCEPTUAL UNDERSTAND** ING EXPECTATION / 3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL) CONTENT **SPECIFICATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 3rd Grade Reading Standards: Foundational Skills | 3RF CLUSTER / **KEY IDEA** STANDARD / **Phonics and Word Recognition** CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** 3RF3: Know and apply grade-level phonics and word analysis skills in decoding words. / CONTENT **SPECIFICATIO** Ν **GRADE** 3RF3a: Identify and know the meaning of the most common prefixes and suffixes. **EXPECTATION** GRADE 3RF3c: Identify, know the meanings of, and decode words with suffixes. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 3rd Grade Reading Standards: Foundational Skills | 3RF CLUSTER / **KEY IDEA** STANDARD / **Fluency** CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** 3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. / CONTENT **SPECIFICATIO** Ν 3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **GRADE EXPECTATION**

CATEGORY /		3rd Grade Writing Standards 3W
CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	3W2a:	Introduce a topic and organize related information together.
GRADE EXPECTATION	3W2b:	Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.
GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY I CLUSTER I KEY IDEA		3rd Grade Writing Standards 3W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
GRADE EXPECTATION	3W3b:	Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY I CLUSTER I KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.

GRADE EXPECTATION	3SL1a:	Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	3SL1b:	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
GRADE EXPECTATION	3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others.
GRADE EXPECTATION	3SL1d:	Explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING		3rd Grade Speaking and Listening Standards 3SL
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	3SL4:	3rd Grade Speaking and Listening Standards 3SL
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT	3SL4:	3rd Grade Speaking and Listening Standards 3SL Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	3SL4:	3rd Grade Speaking and Listening Standards 3SL Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	3SL4:	3rd Grade Speaking and Listening Standards 3SL Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND		3rd Grade Speaking and Listening Standards 3SL Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. New York State Next Generation English Language Arts Learning Standards 3rd Grade Language Standards 3L

GRADE EXPECTATION	3L1:1	Produce simple, compound, and complex sentences.
GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	3L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	3L2:2	Use correct capitalization.
GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	3L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.

GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	3L4b:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD I CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).
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Treasure Map, Part 1

New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / JNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	3R1:	Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R3:	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
STRAND / DOMAIN / JNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / 3rd Grade Reading Standards (Literary and Informational Text) 3R CLUSTER / KEY IDEA	
STANDARD / CONCEPTUAL UNDERST AND ING	
EXPECTATION / 3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RIS CONTENT SPECIFICATION	&RL)
STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME	
CATEGORY / 3rd Grade Reading Standards: Foundational Skills 3RF CLUSTER / KEY IDEA	
ST ANDARD / CONCEPT UAL UNDERST AND ING	
EXPECTATION / CONTENT SPECIFICATION N	
GRADE 3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. EXPECTATION	
STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME	
CATEGORY / 3rd Grade Writing Standards 3W CLUSTER / KEY IDEA	
ST ANDARD / CONCEPTUAL UNDERST AND ING	
EXPECTATION / CONTENT SPECIFICATION N Write informative/explanatory texts to explore a topic and convey ideas and information relevant the subject.	to
GRADE 3W2c: Use precise language and content-specific vocabulary. EXPECTATION	
STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME	
CATEGORY / 3rd Grade Speaking and Listening Standards 3SL CLUSTER / KEY IDEA	
ST AND ARD / Comprehension and Collaboration	

EXPECTATION / CONTENT SPECIFICATION	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	3SL1a:	Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	3SL1b:	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
GRADE EXPECTATION	3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others.
GRADE EXPECTATION	3SL1d:	Explain their own ideas and understanding of the discussion.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATIO N	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
CLUSTER /		3rd Grade Language Standards 3L Vocabulary Acquisition and Use
CLUSTER / KEYIDEA STANDARD / CONCEPTUAL UNDERSTAND	3L5:	
CLUSTER / KEYIDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO		Vocabulary Acquisition and Use
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE	3L5:	Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings.
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING	3L5:	Vocabulary Acquisition and Use 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).
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	3L5:	Vocabulary Acquisition and Use 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). New York State Next Generation English Language Arts Learning Standards

Treasure Map, Part 2

New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	3W2a:	Introduce a topic and organize related information together.
GRADE EXPECTATION	3W2b:	Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.
GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.
GRADE EXPECTATION	3W2e:	Provide a concluding statement or section.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	3L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	3L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	3L2:2	Use correct capitalization.
GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	3L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
THEME		
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
CATEGORY / CLUSTER /		3rd Grade Language Standards 3L Knowledge of Language
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	3L3:	
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	3L3: 3L3a:	Knowledge of Language Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE	3L3a:	Knowledge of Language Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING	3L3a:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing. Choose words and phrases for effect.

EXPECTATION / 3L6: CONTENT SPECIFICATION

Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).

William Penn, Part 1

New York State Learning Standards and Core Curriculum Language Arts

Grade 3 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

UNIFYING THEME

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN /	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	3rd Grade Reading Standards (Literary and Informational Text) 3R

STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	3R2:	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	3R3:	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards (Literary and Informational Text) 3R
ST ANDARD / CONCEPTUAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF
ST ANDARD / CONCEPTUAL UNDERST AND ING		Fluency
EXPECTATION / CONTENT SPECIFICATION	3RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	3RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNIFYING THEME STANDARD / CONCEPTUAL UNIFYING THEME STANDARD / CONCEPTUAL UNIFYING THEME STANDARD / CONTENT SPECIFICATION / STEAD New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards STRAND / DOMAIN / UNIFYING THEME STANDARD / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME STANDARD / CONTENT SPECIFICATION SSL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. STANDARD / CONTENT SPECIFICATION SSL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. STANDARD / CONTENT SPECIFICATION SSL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. STEADOR / SSL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. SPECIFICATION SSL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. SPECIFICATION SSL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. SPECIFICATION SSL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. SPECIFICATION SSL1: Participate and engage effect			
DOMAIN / UNIFYING THEME CATEGORY! CONCEPTUAL UNDERSTAND RECALL TO Build and Present Knowledge EXPECTATION / SW7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories. PREVECTATION / SW7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories. PREVECTECATION / UNIFYING THEME CATEGORY! STANDARD! COMPETIAL UNDERSTAND RECALL TO STANDARD! CONTENT SYNCHICATION AND ADDRESS AND RECALL TO STANDARD! CONTENT SYNCHICATION CONTENT SYNCHICATION ADDRESS AND RECALL TO SYNCH		3W2c:	Use precise language and content-specific vocabulary.
STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING STANDARD / CONCEPTUAL UNDERSTAND ING CATEGORY / CONCEPTUAL UNDERSTAND ING CATEGORY / CONCEPTUAL UNDERSTAND ING COMPREhension and Collaboration CONTENT SPECIFICATION SL1: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. GRADE EXPECTATION SSL1: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. EXPECTATION GRADE SSL1: Explain their own ideas and understanding of information presented and link comments to the remarks of others. Expectation New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards	DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
EXPECTATION / CONTENT SPECIFICATION New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards THEME CATEGORY/ CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING ING EXPECTATION 3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. CRADE 3SL1a: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. GRADE 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. EXPECTATION GRADE 3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others. EXPECTATION STRAND / New York State Next Generation English Language Arts Learning Standards	CLUSTER /		3rd Grade Writing Standards 3W
And sort evidence into provided categories. STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION SSL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. GRADE GRADE SSL1: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussions by actively listening, taking turns, and staying on topic. GRADE SSL1: Ask questions to check understanding of information presented and link comments to the remarks of others. GRADE SSL1: Explain their own ideas and understanding of the discussion. STRAND / New York State Next Generation English Language Arts Learning Standards	CONCEPTUAL UNDERSTAND		Research to Build and Present Knowledge
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEYIDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE EXPECTATION GRADE 3SL1: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussions by actively listening, taking turns, and staying on topic. GRADE 3SL1: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. GRADE 3SL1: Ask questions to check understanding of information presented and link comments to the remarks of others. GRADE 3SL1: Explain their own ideas and understanding of the discussion. STRAND / New York State Next Generation English Language Arts Learning Standards	CONTENT	3W7:	
STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N EXPECTATION N GRADE (EXPECTATION ASL1:) GRADE (EXPECTATION STAND) GRADE (EXPECTATION N) GRADE (EXPECTATION N) GRADE (EXPECTATION N) GRADE (EXPECTATION SSL1:) GRADE (EXPECTATION SSL1:) GRADE (EXPECTATION SSL1:) Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. GRADE (EXPECTATION SSL1:) GRADE (EXPECTATION SSL1:) GRADE (EXPECTATION SSL1:) Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. GRADE (EXPECTATION SSL1:) GRADE (EXPECTATION SSL1:) Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. EXPECTATION (Information presented and link comments to the remarks of others. STRAND / New York State Next Generation English Language Arts Learning Standards	DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
EXPECTATION / CONTENT SPECIFICATION N GRADE STAND ING GRADE STAND ING GRADE 3SL1: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussions. Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. GRADE SSL1: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. GRADE SSL1: Ask questions to check understanding of information presented and link comments to the remarks of others. GRADE SSL1: Explain their own ideas and understanding of the discussion. STRAND / New York State Next Generation English Language Arts Learning Standards	CLUSTER /		3rd Grade Speaking and Listening Standards 3SL
Adults, expressing ideas clearly, and building on those of others. GRADE EXPECTATION 3SL1a: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. GRADE EXPECTATION 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. GRADE EXPECTATION 3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others. GRADE EXPECTATION STRAND / New York State Next Generation English Language Arts Learning Standards	CONCEPTUAL UNDERSTAND		Comprehension and Collaboration
Ask questions to check understanding of information presented and link comments to the remarks of others. EXPECTATION 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. GRADE EXPECTATION 3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others. EXPECTATION GRADE EXPECTATION 3SL1d: Explain their own ideas and understanding of the discussion. EXPECTATION New York State Next Generation English Language Arts Learning Standards	/ CONTENT SPECIFICATIO	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
GRADE STRAND / New York State Next Generation English Language Arts Learning Standards		3SL1a:	
GRADE 3SL1d: Explain their own ideas and understanding of the discussion. EXPECTATION STRAND / New York State Next Generation English Language Arts Learning Standards		3SL1b:	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
EXPECTATION STRAND / New York State Next Generation English Language Arts Learning Standards		3SL1c:	Ask questions to check understanding of information presented and link comments to the remarks of others.
		3SL1d:	Explain their own ideas and understanding of the discussion.
UNIFYING THEME	DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
CATEGORY / 3rd Grade Speaking and Listening Standards 3SL CLUSTER /			3rd Grade Speaking and Listening Standards 3SL
KEYIDEA	STANDARD / CONCEPTUAL UNDERSTAND		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	3SL2:	Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	3SL4:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	3L1:7	Form and use regular and irregular verbs.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).
		William Penn, Part 2
		New York State Learning Standards and Core Curriculum
		Language Arts
		Grade 3 - Adopted: 2017/Effective 2020
STDAND /		New York State Next Generation English Language Arts Learning Standards

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills 3RF
ST ANDARD / CONCEPTUAL UNDERST AND ING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	3RF3:	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE EXPECTATION	3RF3a:	Identify and know the meaning of the most common prefixes and suffixes.
GRADE EXPECTATION	3RF3c:	Identify, know the meanings of, and decode words with suffixes.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	3W2a:	Introduce a topic and organize related information together.
GRADE EXPECTATION	3W2b:	Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.
GRADE EXPECTATION	3W2c:	Use precise language and content-specific vocabulary.

GRADE EXPECTATION	3W2e:	Provide a concluding statement or section.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	3L1:1	Produce simple, compound, and complex sentences.
GRADE EXPECTATION	3L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	3L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	3L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	3L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	3L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	3L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	3L2:2	Use correct capitalization.

GRADE EXPECTATION	3L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	3L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
GRADE EXPECTATION	3L3a:	Choose words and phrases for effect.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:
GRADE EXPECTATION	3L4b:	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 / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).

SPECIFICATION