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		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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).

CATEGORY / CLUSTER / KEY IDEA		**3rd Grade Speaking and Listening Standards	3SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**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.

CATEGORY / CLUSTER / KEY IDEA		**3rd Grade Language Standards	3L**
STANDARD / CONCEPTUAL UNDERSTANDING		**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	3L1:4	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.

CATEGORY / CLUSTER / KEY IDEA		**3rd Grade Language Standards	3L**

STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 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
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.

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 Reading Standards: Foundational Skills | 3RF
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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.

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CATEGORY / CLUSTER / KEY IDEA		**3rd Grade Language Standards	3L**
STANDARD / CONCEPTUAL UNDERSTANDING		**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.

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CATEGORY / CLUSTER / KEY IDEA		**3rd Grade Language Standards	3L**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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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Grade **3** - Adopted: **2017/Effective 2020**

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STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
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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.
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GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
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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.
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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
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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 UNDERSTANDING		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.

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STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 Reading Standards: Foundational Skills | 3RF
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING	**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 UNDERSTANDING	**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).

Hannibal's War

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 UNDERSTANDING	**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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

STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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).

John Muir

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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING	**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 UNDERSTANDING	**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
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 UNDERSTANDING	**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 UNDERSTANDING		**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 UNDERSTANDING		**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
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.
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 UNDERSTANDING		**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.

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**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.

CATEGORY / CLUSTER / KEY IDEA		**3rd Grade Reading Standards (Literary and Informational Text)	3R**
STANDARD / CONCEPTUAL UNDERSTANDING		**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)

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 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 / 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 Speaking and Listening Standards | 3SL
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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).

Magnets

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		**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 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**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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.

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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	3L1:13	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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 1

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 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 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
STANDARD / CONCEPTUAL UNDERSTAND 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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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	3L1:15	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**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING	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**

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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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	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**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING	**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

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 UNDERSTANDING	**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 UNDERSTANDING	**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 1

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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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	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**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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**

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**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.

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 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 / 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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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.

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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 Reading Standards: Foundational Skills | 3RF
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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

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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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
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 UNDERSTANDING	**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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
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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 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).

Rooster, Part 1

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		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 UNDERSTANDING		**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 UNDERSTANDING		**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 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 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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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).

Rooster, 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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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.
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 / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING	**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 UNDERSTANDING	**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 UNDERSTANDING	**Craft and Structure**

EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)

CATEGORY / CLUSTER / KEY IDEA		**3rd Grade Reading Standards (Literary and Informational Text)	3R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	3R7:	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)

CATEGORY / CLUSTER / KEY IDEA		**3rd Grade Reading Standards: Foundational Skills	3RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**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.

CATEGORY / CLUSTER / KEY IDEA		**3rd Grade Writing Standards	3W**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING	**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 UNDERSTANDING	**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 UNDERSTANDING	**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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**
STANDARD / CONCEPTUAL UNDERSTANDING	**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 UNDERSTANDING	**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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)

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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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	3L1:12	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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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.
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 / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 (Literary and Informational Text)	3R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	3R7:	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (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 UNDERSTANDING		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 Reading Standards: Foundational Skills	3RF
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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).

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards	3SL
STANDARD / CONCEPTUAL UNDERSTANDING		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.

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards	3L
STANDARD / CONCEPTUAL UNDERSTANDING		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.

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards	3L
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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).

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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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.

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**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.

CATEGORY / CLUSTER / KEY IDEA		**3rd Grade Reading Standards (Literary and Informational Text)	3R**
STANDARD / CONCEPTUAL UNDERSTANDING		**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)

CATEGORY / CLUSTER / KEY IDEA		**3rd Grade Reading Standards: Foundational Skills	3RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING	**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 UNDERSTANDING	**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 UNDERSTANDING	**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING	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 UNDERSTANDING	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).

Tornadoes

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 UNDERSTANDING	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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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)

CATEGORY / CLUSTER / KEY IDEA		**3rd Grade Reading Standards (Literary and Informational Text)	3R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**

EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)

CATEGORY / CLUSTER / KEY IDEA		**3rd Grade Reading Standards: Foundational Skills	3RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**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.

CATEGORY / CLUSTER / KEY IDEA		**3rd Grade Reading Standards: Foundational Skills	3RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**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 Writing Standards | 3W**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 / CLUSTER / KEY IDEA		**3rd Grade Speaking and Listening Standards | 3SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING	**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 UNDERSTANDING	**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 UNDERSTANDING	**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).

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 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 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**

STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	3R4:	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Reading Standards: Foundational Skills	3RF
STANDARD / CONCEPTUAL UNDERSTANDING		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.

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards	3W
STANDARD / CONCEPTUAL UNDERSTANDING		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.

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards	3SL
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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).

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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 1

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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		**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**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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**

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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		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
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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.

CATEGORY / CLUSTER / KEY IDEA		**3rd Grade Language Standards	3L**
STANDARD / CONCEPTUAL UNDERSTANDING		**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.

CATEGORY / CLUSTER / KEY IDEA		**3rd Grade Language Standards	3L**
STANDARD / CONCEPTUAL UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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 UNDERSTANDING		**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).