Main Criteria: Adventures in Writing

Secondary Criteria: Vermont Content Standards

Subject: Language Arts

Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)

		Grade 3 - Adopted: 2010 (CCSS)
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity

GRADE LEVEL RI.3.10. EXPECTATION / KNOWLEDGE AND SKILL By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

ST ANDARD / ST RAND	VT.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
GRADE LEVEL EXPECTATION	L.3.1(h)	Use coordinating and subordinating conjunctions.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
GRADE LEVEL EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE LEVEL EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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		Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

AND SKILL

STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STANDARD / STRAND	VT.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.

STANDARD / VT.RI.3. Reading Standards for Informational Text

STANDARD / STRAND

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
GRADE LEVEL EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

AND SKILL

GRADE LEVEL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or
EXPECTATION /		clarification.
KNOWLEDGE		
AND SKILL		

STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION		
EXPECTATION GRADE LEVEL EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE LEVEL	L.3.2(e) L.3.2(f)	
GRADE LEVEL EXPECTATION GRADE LEVEL	L.3.2(f)	sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST ANDARD /	L.3.2(f)	sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST ANDARD / ST ANDARD / ST RAND ESSENTIAL KNOWLEDGE AND SKILL /	L.3.2(f)	sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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		Vermont Content Standards
		Language Arts Grade 3 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE		Range of Reading and Level of Text Complexity
AND SKILL / ST AND ARD		
AND SKILL /	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE		
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AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL STANDARD / STRAND ESSENTIAL KNOWLEDGE AND SKILL /	VT.RF.3.	technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
GRADE LEVEL EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
ST ANDARD / ST RAND	VT.W.3.	Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards

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

STANDARD / VT.SL.3. Speaking and Listening Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD /	VT.SL.3.	Speaking and Listening Standards
STRAND		

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

GRADE LEVEL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or
EXPECTATION /		clarification.
KNOWLEDGE		
AND SKILL		

STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION		
EXPECTATION GRADE LEVEL EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE LEVEL	L.3.2(e) L.3.2(f)	
GRADE LEVEL EXPECTATION GRADE LEVEL	L.3.2(f)	sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST ANDARD /	L.3.2(f)	sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Hannibal's War
		Vermont Content Standards
		Language Art s Grade 3 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
KNOWLEDGE AND SKILL /	RI.3.10.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE		By the end of the year, read and comprehend informational texts, including history/social studies, science, and
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD /		By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENT IAL KNOWLEDGE AND SKILL /		By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENT IAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT AT ION / KNOWLEDGE	VT.RF.3. RF.3.4.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading Standards: Foundational Skills Fluency
KNOWLEDGE AND SKILL / ST ANDARDGRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILLST ANDARD / ST RANDESSENT IAL KNOWLEDGE AND SKILL / ST ANDARDGRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILLGRADE LEVEL EAND SKILLGRADE LEVEL	VT.RF.3. RF.3.4 . RF.3.4(a)	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension.

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
ST ANDARD / ST RAND	VT.L.3.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
GRADE LEVEL EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE LEVEL EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

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

STANDARD /	VT.L.3.	Language Standards
STRAND		

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)

STANDARD / VT.RI.3. Reading Standards for Informational Text STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

STANDARD / VT.RI.3. Reading Standards for Informational Text STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

STANDARD / VT.RI.3. Reading Standards for Informational Text STRAND

AND SKILL

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

ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
ST ANDARD / ST RAND	VT.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
	W.3.2(d)	Provide a concluding statement or section.
GRADE LEVEL EXPECTATION	w.s.z(u)	

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD Production and Distribution of Writing

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
KNOWLEDGE AND SKILL /	SL.3.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE	SL.3.1. SL.3.1(a)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL	SL.3.1(a)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	SL.3.1(a) SL.3.1(b)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	SL.3.1(a) SL.3.1(b) SL.3.1(c) SL.3.1(d)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
GRADE LEVEL EXPECTATION	L.3.2(b)	Use commas in addresses.
GRADE LEVEL EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

GRADE LEVELL.3.2(f)Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, endingEXPECTATIONrules, meaningful word parts) in writing words.

STANDARD / VT.L.3. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION /	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for

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them).

Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)

		Grade 3 - Adopted. 2010 (CCSS)
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

STANDARD / STRAND

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
GRADE LEVEL EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

AND SKILL

GRADE LEVEL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or
EXPECTATION /		clarification.
KNOWLEDGE		
AND SKILL		

STANDARD / VT.L.3. Language Standards STRAND

STRAND		
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
GRADE LEVEL EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
GRADE LEVEL EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE LEVEL EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL	L.3.3(a)	Choose words and phrases for effect.

STANDARD / VT.L.3. Language Standards STRAND

STRAND		
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use

GRADE LEVELL.3.6.Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and
phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for
them).KNOWLEDGEthem).

Magnets

Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)

ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
KNOWLEDGE AND SKILL /	RI.3.10.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE		By the end of the year, read and comprehend informational texts, including history/social studies, science, and
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD /		By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENT IAL KNOWLEDGE AND SKILL /		By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENT IAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT AT ION / KNOWLEDGE	VT.RF.3. RF.3.4.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading Standards: Foundational Skills Fluency
KNOWLEDGE AND SKILL / ST ANDARDGRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILLST ANDARD / ST RANDESSENT IAL KNOWLEDGE AND SKILL / ST ANDARDGRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILLGRADE LEVEL EAND SKILLGRADE LEVEL	VT.RF.3. RF.3.4 . RF.3.4(a)	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension.

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
GRADE LEVEL EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
GRADE LEVEL EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
GRADE LEVEL EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE LEVEL EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Mayflower, Part 1
		Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STANDARD / STRAND	VT.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Mayflower, Part 2
		Mayflower, Part 2 Vermont Content Standards Language Art s Grade 3 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.W.3.	Vermont Content Standards Language Arts
	VT.W.3.	Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)
STRAND ESSENTIAL KNOWLEDGE AND SKILL /	VT.W.3. W.3.2.	Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS) Writing Standards
STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE		Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS) Writing Standards Text Types and Purposes
STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL	W.3.2.	Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS) Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION (KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL	W.3.2. W.3.2(a)	Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS) Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STANDARD / VT.W.3. Writing Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD /	VT.L.3.	Language Standards
STRAND		

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
GRADE LEVEL EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English

GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
GRADE LEVEL EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE LEVEL EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
		My Friend, Part 1
		Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
AND SKILL		

GRADE LEVEL W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. EXPECTATION

STANDARD /	VT.W.3.	Writing Standards
STRAND		

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- AND SKILL
- ST ANDARD / VT.SL.3. Speaking and Listening Standards ST RAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		My Friend, Part 2
		Vermont Content Standards
		Language Arts Grade 3 - Adopted: 2010 (CCSS)
ST ANDARD / ST RAND	VT.W.3.	
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.

GRADE LEVEL EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL /		Range of Writing
STANDARD		
	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE	W.3.10. VT.L.3.	
ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD /		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENTIAL KNOWLEDGE AND SKILL /		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST ANDARD / ST ANDARD ESSENT IAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE	VT.L.3.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENT IAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL	VT.L.3.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
GRADE LEVEL EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE LEVEL EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
		My House, Part 1
		Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. EXPECTATION

STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STANDARD / VT.W.3. Writing Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
KNOWLEDGE AND SKILL /	L.3.6.	Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). My House, Part 2 Vermont Content Standards Language Arts
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). My House, Part 2 Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENTIAL KNOWLEDGE AND SKILL /		Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). My House, Part 2 Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)

GRADE LEVEL W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. EXPECTATION

GRADE LEVEL EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
GRADE LEVEL EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STANDARD /	VT.W.3.	Writing Standards
STRAND		
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
ESSENTIAL KNOWLEDGE AND SKILL /	W.3.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ESSENTIAL KNOWLEDGE AND SKILL / ST AND ARD GRADE LEVEL EXPECTATION / KNOWLEDGE	W.3.10. VT.L.3.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENTIAL KNOWLEDGE AND SKILL /		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST ANDARD / ST ANDARD ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE	VT.L.3.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or

STANDARD / VT.L.3. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
GRADE LEVEL EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE LEVEL EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
		Nile River, Yangtze River
		Vermont Content Standards Language Arts
		Grade 3 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
ST ANDARD / ST RAND	VT.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
GRADE LEVEL EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.
ST ANDARD / ST RAND	VT.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / VT.SL.3. Speaking and Listening Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

GRADE LEVEL SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or EXPECTATION / clarification. KNOWLEDGE AND SKILL

STANDARD / VT.L.3. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,

ncy and other studied words and for adding suffixes to base words (e.g., .(e) q EXPECTATION sitting, smiled, cries, happiness).

STANDARD / STRAND VT.L.3. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Orchestra and Conductor
		Vermont Content Standards
		Language Art s Grade 3 - Adopted: 2010 (CCSS)
ST ANDARD /		Reading Standards for Informational Text
STRAND	v i	
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STANDARD / STRAND	VT.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
GRADE LEVEL EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.
STANDARD / STRAND	VT.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing

GRADE LEVELW.3.5.With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
and editing.EXPECTATION /and editing.KNOWLEDGEAND SKILL

STANDARD / VT.SL.3. Speaking and Listening Standards STRAND

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

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STANDARD /	VT.L.3.	Language Standards
STRAND		

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roanoke, Part 1

Language Arts

Grade 3 - Adopted: 2010 (CCSS)

		Grade 3 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

STANDARD / STRAND

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English

GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use

GRADE LEVEL L.3.6. EXPECTATION / KNOWLEDGE AND SKILL

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roanoke, Part 2

Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)

		Grade 3 - Adopted. 2010 (CCSS)
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
GRADE LEVEL EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
ST ANDARD / ST RAND	VT.W.3.	Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL		Conventions of Standard English
KNOWLEDGE AND SKILL / ST ANDARD		
AND SKILL /	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE	L.3.2. L.3.2(a)	Demonstrate command of the conventions of standard English capitalization, punctuation, and
AND SKILL / STANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL	L.3.2(a)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,
AND SKILL / ST ANDARD GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	L.3.2(a) L.3.2(e)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending
AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST ANDARD /	L.3.2(a) L.3.2(e) L.3.2(f)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST ANDARD / ST RAND ST ANDARD / ST RAND	L.3.2(a) L.3.2(e) L.3.2(f)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Language Standards

Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)

		Grade 3 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STANDARD / STRAND	VT.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION /	W.3.4.	
KNOWLEDGE AND SKILL		With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
	W.3.5.	
AND SKILL GRADE LEVEL EXPECTATION / KNOWLEDGE	W.3.5. W.3.6.	task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
AND SKILL GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION / KNOWLEDGE	W.3.6.	task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as

GRADE LEVEL W.3.10. EXPECTATION / KNOWLEDGE AND SKILL

STANDARD

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND		
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English

GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roman Hoplite, American Quarter Horse

Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)

STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text

GRADE LEVEL RI.3.10. EXPECTATION / KNOWLEDGE AND SKILL

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

STANDARD / STRAND	VT.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
	VT.L.3.	Language Standards Vocabulary Acquisition and Use
STRAND ESSENTIAL KNOWLEDGE AND SKILL /	VT.L.3.	

STANDARD / VT.SL.3. Speaking and Listening Standards

EXPECTATION

ST ANDARD / VT.L.3. Language Standards ST RAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Rooster, Part 1
		Vermont Content Standards Language Art s Grade 3 - Adopted: 2010 (CCSS)
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STANDARD / STRAND	VT.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing

 GRADE LEVEL
 W.3.4.
 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

 KNOWLEDCE
 KNOWLEDCE

KNOWLEDGE AND SKILL

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.3.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Rooster, Part 2
		Vermont Content Standards
		Language Arts

STANDARD / VT.W.3. Writing Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
GRADE LEVEL EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
/ KNOWLEDGE AND SKILL		

GRADE LEVEL	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,
EXPECTATION		sitting, smiled, cries, happiness).

GRADE LEVEL L.3.2(f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending EXPECTATION rules, meaningful word parts) in writing words.

STANDARD / VT.L.3. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL	L.3.3(a)	Choose words and phrases for effect.

EXPECTATION

The Fox and the Crow, Part 1

Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)

STANDARD / VT.RL.3. Reading Standards for Literature STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
STANDARD / STRAND	VT.RL.3.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

 GRADE LEVEL
 RL.3.6.
 Distinguish their own point of view from that of the narrator or those of the characters.

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ST ANDARD / ST RAND	VT.RL.3.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
STANDARD /	VT.RL.3.	Reading Standards for Literature

STRAND		
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

STANDARD / VT.RF.3. Reading Standards: Foundational Skills STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

GRADE LEVEL	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the
EXPECTATION		response of characters to situations.

STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STANDARD / VT.W.3. Writing Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / VT.SL.3. Speaking and Listening Standards STRAND

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

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		The Fox and the Crow, Part 2
		Vermont Content Standards
		Language Arts
		Grade 3 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RL.3.	Reading Standards for Literature

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

STANDARD / VT.W.3. Writing Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD	Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE LEVEL W.3.3(a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. EXPECTATION

GRADE LEVEL EXPECTATION	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD / STRAND	VT.L.3.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
GRADE LEVEL EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE LEVEL EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
		The Theft of Thor's Hammer, Part 1
		Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RL.3.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
ST ANDARD / ST RAND	VT.RL.3.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
ST ANDARD / ST RAND	VT.RL.3.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
ST ANDARD / ST RAND	VT.RL.3.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
		Beeding Standarday Foundational Skills

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
GRADE LEVEL EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.
STANDARD / STRAND	VT.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STANDARD / STRAND	VT.L.3.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		The Theft of Thor's Hammer, Part 2
		Vermont Content Standards
		Language Arts Grade 3 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RL.3.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
STANDARD / STRAND	VT.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
GRADE LEVEL EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE LEVEL EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STANDARD /	VT.L.3.	Language Standards
STRAND		

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
GRADE LEVEL EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
GRADE LEVEL EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE LEVEL EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
STANDARD / STRAND	VT.L.3.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
		Tornadoes
		Vermont Content Standards Language Arts
		Grade 3 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STANDARD / STRAND	VT.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
GRADE LEVEL EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.
ST ANDARD / ST RAND	VT.RF.3.	Reading Standards: Foundational Skills
	VT.RF.3.	Reading Standards: Foundational Skills Fluency
STRAND ESSENTIAL KNOWLEDGE AND SKILL /		
STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE	RF.3.4.	Fluency
STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL GRADE LEVEL GRADE LEVEL	RF.3.4 . RF.3.4(a)	Fluency Read with sufficient accuracy and fluency to support comprehension.
STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL GRADE LEVEL GRADE LEVEL GRADE LEVEL	RF.3.4 . RF.3.4(a)	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STANDARD /	RF.3.4 . RF.3.4(a) RF.3.4(c)	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GRADE LEVEL W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. EXPECTATION

AND SKILL

ST ANDARD /	VT.W.3.	Writing Standards
STRAND		

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ST ANDARD / ST RAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
ST ANDARD / ST RAND	VT.L.3.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
GRADE LEVEL EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE LEVEL EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

AND SKILL

GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Treasure Map, Part 1
		Vermont Content Standards
		Language Arts
		Grade 3 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STANDARD / STRAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STANDARD / STRAND	VT.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
/ KNOWLEDGE AND SKILL		
/ KNOWLEDGE	RF.3.4(a)	Read on-level text with purpose and understanding.
/ KNOWLEDGE AND SKILL GRADE LEVEL		Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
/ KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL	RF.3.4(c)	
/ KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST ANDARD /	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
/ KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST ANDARD / ST ANDARD / ST RAND ESSENTIAL KNOWLEDGE AND SKILL /	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST ANDARD / ST RAND ESSENT IAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE 	RF.3.4(c) VT .W.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

GRADE LEVEL SL.3.1(d) Explain their own ideas and understanding in light of the discussion. EXPECTATION

STANDARD / VT.SL.3. Speaking and Listening Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD /	VT.SL.3.	Speaking	and	Listening	Standards
STRAND					

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

GRADE LEVEL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or
EXPECTATION /		clarification.
KNOWLEDGE		
AND SKILL		

STANDARD / VT.L.3. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

STANDARD / VT.L.3. Language Standards STRAND

GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILLL.3.4.Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Vocabulary Acquisition and Use
	EXPECTATION / KNOWLEDGE	

GRADE LEVEL L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase. EXPECTATION

STANDARD / VT.L.3. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

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

STANDARD / VT.L.3. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)

ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
GRADE LEVEL EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD /	VT.L.3.	Language Standards
STRAND		

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Conventions of Standard English		
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
GRADE LEVEL L.3.1 EXPECTATION	(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		
GRADE LEVEL L.3.1 EXPECTATION	(d) Form and use regular and irregular verbs.		
STANDARD / VT.L STRAND	3. Language Standards		
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Conventions of Standard English		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
GRADE LEVEL L.3.2 EXPECTATION	(a) Capitalize appropriate words in titles.		
GRADE LEVEL L.3.2 EXPECTATION	(e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		
GRADE LEVEL L.3.2 EXPECTATION	(f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
STANDARD / VT.L STRAND	3. Language Standards		
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Knowledge of Language		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	B. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
GRADE LEVEL L.3.3 EXPECTATION	(a) Choose words and phrases for effect.		
William Penn, Part 1			
Vermont Content Standards			
	Language Arts		

Grade 3 - Adopted: 2010 (CCSS)

STANDARD

GRADE LEVEL RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. EXPECTATION / KNOWLEDGE AND SKILL Knowledge

ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
ST ANDARD / ST RAND	VT.RI.3.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION /	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

STANDARD / VT.RF.3. Reading Standards: Foundational Skills STRAND

KNOWLEDGE AND SKILL

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.SL.3.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ST ANDARD / ST RAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		William Penn, Part 2
		Vermont Content Standards Language Arts Grade 3 - Adopted: 2010 (CCSS)
ST ANDARD / ST RAND	VT.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
GRADE LEVEL EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.
STANDARD / STRAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.

GRADE LEVEL EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
ST ANDARD / ST RAND	VT.W.3.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL /		Range of Writing
STANDARD		
ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
GRADE LEVEL EXPECTATION / KNOWLEDGE	W.3.10. VT.L.3.	
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD /		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENTIAL KNOWLEDGE AND SKILL /	VT.L.3.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENT IAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT AT ION / KNOWLEDGE	VT.L.3.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENT IAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL	VT.L.3.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
GRADE LEVEL EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE LEVEL EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).