

Adventures in Writing

Benjamin Franklin's Lightning Rod

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Craft and Structure
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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.
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Integration of Knowledge and Ideas
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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).
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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).
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Range of Reading and Level of Text Complexity
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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.
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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 / 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
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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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.
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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).
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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.
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GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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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.
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GRADE LEVEL EXPECTATION	L.3.1(h)	Use coordinating and subordinating conjunctions.
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STANDARD / STRAND **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.
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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).
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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.
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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.
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GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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
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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.
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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
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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
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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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 / 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 / STANDARD		Production and Distribution of Writing
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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
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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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.
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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).
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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.
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GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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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.
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GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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STANDARD / STRAND **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.
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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).
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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.
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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.
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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.

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).

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).

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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
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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 / 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.
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 / 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 / STANDARD		Production and Distribution of Writing
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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
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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
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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.
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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
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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
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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.
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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.
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GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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STANDARD / STRAND **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.
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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).
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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.
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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.
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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.

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).

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).

Hannibal's War

**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
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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 / 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.

STANDARD / STRAND VT.W.3. Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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
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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 / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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STANDARD / STRAND **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 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
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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).

John Muir

**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
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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
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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
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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
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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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.
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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).
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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.
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GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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GRADE LEVEL EXPECTATION	L.3.2(b)	Use commas in addresses.
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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).
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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.
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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.
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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.
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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).
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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
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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.
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Craft and Structure
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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.
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Integration of Knowledge and Ideas
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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).
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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).
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Range of Reading and Level of Text Complexity
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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.
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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 / 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 / STANDARD		Production and Distribution of Writing
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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
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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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.
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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).
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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.
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GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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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.
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GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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GRADE LEVEL EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
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STANDARD / STRAND **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.
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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).
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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.
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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.
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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.

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
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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).

Magnets

**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
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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 / 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 / STANDARD		Production and Distribution of Writing
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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
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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
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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.
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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.
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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).
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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.
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GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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GRADE LEVEL EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
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STANDARD / STRAND **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.
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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).
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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.
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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.
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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.
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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
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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)**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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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
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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
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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).
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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).
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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.
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STANDARD / STRAND **VT.RF.3. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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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.
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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).
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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.
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GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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.
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GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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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).
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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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Mayflower, Part 2

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

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.
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GRADE LEVEL EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
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GRADE LEVEL EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
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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.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 / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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)**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

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 / 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 / STANDARD	Presentation of Knowledge and Ideas	
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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.
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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.
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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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My Friend, Part 2

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

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.
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GRADE LEVEL EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
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GRADE LEVEL EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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STANDARD / STRAND **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.

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 / STANDARD		Craft and Structure
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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.

GRADE LEVEL EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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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.
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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).
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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.
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GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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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My House, Part 2

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

STANDARD / STRAND **VT.W.3. Writing Standards**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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STANDARD / STRAND **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.

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 / 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.

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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.
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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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).
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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).
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STANDARD / STRAND **VT.RF.3. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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GRADE LEVEL EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
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GRADE LEVEL EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.
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STANDARD / STRAND **VT.RF.3. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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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
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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
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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.
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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
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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 / 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(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 / 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.
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).
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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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Orchestra and Conductor

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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.
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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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).
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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).
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STANDARD / STRAND **VT.RF.3. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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GRADE LEVEL EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
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GRADE LEVEL EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.
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STANDARD / STRAND **VT.RF.3. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.
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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.
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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).
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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.
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GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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STANDARD / STRAND **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(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 / 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.

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).

STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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).

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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.
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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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).
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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).
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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.
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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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 / STANDARD		Production and Distribution of Writing
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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
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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
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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.
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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).
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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.
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GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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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.
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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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
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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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Roanoke, Part 2

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

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.
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GRADE LEVEL EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
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GRADE LEVEL EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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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).
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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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
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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
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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
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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 / STANDARD		Range of Reading and Level of Text Complexity
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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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.

STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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
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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.
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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.
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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).
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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.
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GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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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.
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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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
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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)

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Key Ideas and Details
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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
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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
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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
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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.
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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.
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GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.
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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.
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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).
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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.
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GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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
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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
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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		Vocabulary Acquisition and Use
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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
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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 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
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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
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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
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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).
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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).
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STANDARD / STRAND **VT.RF.3. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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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.
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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).
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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.
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GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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.
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GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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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
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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
Grade 3 - Adopted: 2010 (CCSS)

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 / STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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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.

The Fox and the Crow, 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
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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 / STANDARD		Craft and Structure
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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.
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STANDARD / STRAND **VT.RL.3. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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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).
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STANDARD / STRAND **VT.RL.3. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STANDARD / STRAND **VT.RF.3. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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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.
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GRADE LEVEL EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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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.
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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).
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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.
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GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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		Vocabulary Acquisition and Use
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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.
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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
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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 / STANDARD		Key Ideas and Details
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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.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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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.

STANDARD / STRAND 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.

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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.
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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.
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STANDARD / STRAND **VT.RL.3. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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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).
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STANDARD / STRAND **VT.RL.3. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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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.

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 / 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.

STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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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.
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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).
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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.
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GRADE LEVEL EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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STANDARD / STRAND **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(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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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.
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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).
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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).
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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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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 / STANDARD		Key Ideas and Details
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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.
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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.
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STANDARD / STRAND **VT.RF.3. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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GRADE LEVEL EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
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GRADE LEVEL EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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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.
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GRADE LEVEL EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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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 / 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 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 / STANDARD		Key Ideas and Details
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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
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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
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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
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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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 / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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		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
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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
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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 / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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STANDARD / STRAND **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 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).
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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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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 / STANDARD		Key Ideas and Details
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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.
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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.
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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.
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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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).
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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).
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STANDARD / STRAND **VT.RF.3. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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
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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.
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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
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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
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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.
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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.
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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.
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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).
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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).

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

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 / STANDARD		Production and Distribution of Writing
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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
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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 / 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.

William Penn, Part 1

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.
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).
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	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.
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GRADE LEVEL EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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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 / 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 / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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.
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GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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STANDARD / STRAND **VT.L.3. Language Standards**

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

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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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 / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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GRADE LEVEL EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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STANDARD / STRAND **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 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).