Adventures in Writing

Benjamin Franklin's Lightning Rod

Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade **3** - Adopted: **2011**

EALR	**WA.RI.3.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

EALR	**WA.RI.3.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	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.

EALR	**WA.RI.3.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT / CONTENT STANDARD	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).

EALR	**WA.RI.3.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	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.

EALR	**WA.RF.3.**	**Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EALR **WA.W.3.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.

EALR **WA.W.3.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.W.3.** **Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR   **WA.SL.3.**   **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EALR   **WA.SL.3.**   **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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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BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.

CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(h)	Use coordinating and subordinating conjunctions.

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

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BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**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.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.3.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	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).

Dolphins

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CORE CONTENT / CONTENT STANDARD	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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BIG IDEA / CORE CONTENT		**Craft and Structure**
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EALR	WA.RF.3.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		**Phonics and Word Recognition**
CORE CONTENT / CONTENT STANDARD	**RF.3.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.

EALR	WA.RF.3.	Reading Standards: Foundational Skills

BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(d)	Provide a concluding statement or section.

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Hannibal's War

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EALR **WA.W.3.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.

EALR **WA.W.3.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CORE CONTENT / CONTENT STANDARD	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.

EALR   **WA.W.3.** **Writing Standards**

BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR   **WA.SL.3.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**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.**
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EALR   **WA.SL.3.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	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.

EALR   **WA.SL.3.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language

CORE CONTENT / CONTENT STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	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).

Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade **3** - Adopted: **2011**

EALR	WA.RI.3.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

EALR	WA.RI.3.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.RI.3.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT / CONTENT STANDARD	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).

EALR	WA.RI.3.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.RF.3.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		**Fluency**
CORE CONTENT / CONTENT STANDARD	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(d)	Provide a concluding statement or section.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR   **WA.SL.3. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**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.**
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EALR   **WA.SL.3. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	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.

EALR   **WA.SL.3. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Presentation of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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.

CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(b)	Use commas in addresses.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		**Knowledge of Language**

CORE CONTENT / CONTENT STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

EALR	**WA.L.3.**	**Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

EALR	**WA.L.3.**	**Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

EALR	**WA.L.3.**	**Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	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).

Leif Eriksson

Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade **3** - Adopted: **2011**

EALR	**WA.RI.3.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

EALR	WA.RI.3.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.RI.3.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT / CONTENT STANDARD	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).

EALR	WA.RI.3.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.RF.3.	Reading Standards: Foundational Skills

BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(d)	Provide a concluding statement or section.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR	**WA.SL.3.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**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.**

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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).

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EALR	**WA.SL.3.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**

CORE CONTENT / CONTENT STANDARD	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.

EALR	**WA.SL.3.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Presentation of Knowledge and Ideas**

CORE CONTENT / CONTENT STANDARD	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.

CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR	**WA.L.3.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.

EALR	**WA.L.3.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.

EALR	**WA.L.3.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Knowledge of Language**

CORE CONTENT / CONTENT STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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

Washington State K-12 Learning Standards and Guidelines
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Grade **3** - Adopted: **2011**

EALR   **WA.RI.3.**   **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	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.

BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT / CONTENT STANDARD	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).

BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	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.

BIG IDEA / CORE CONTENT		**Fluency**
CORE CONTENT / CONTENT STANDARD	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EALR	**WA.W.3.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(d)	Provide a concluding statement or section.

EALR	**WA.W.3.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CORE CONTENT / CONTENT STANDARD	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.

EALR	**WA.W.3.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR　　**WA.SL.3.**　**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**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.**
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EALR　　**WA.SL.3.**　**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	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.

EALR　　**WA.SL.3.**　**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Presentation of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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.

CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language

CORE CONTENT / CONTENT STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	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

Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade **3** - Adopted: **2011**

EALR   **WA.RI.3.**   **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	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.

BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT / CONTENT STANDARD	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.

BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	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.

BIG IDEA / CORE CONTENT		**Fluency**
CORE CONTENT / CONTENT STANDARD	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EALR	WA.W.3.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

EALR	WA.W.3.	Writing Standards
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.W.3.	Writing Standards
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR	WA.SL.3.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**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.**

CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EALR   **WA.SL.3.**   **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	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.

EALR   **WA.SL.3.**   **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Presentation of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	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).

EALR	**WA.W.3.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(d)	Provide a concluding statement or section.

EALR	**WA.W.3.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CORE CONTENT / CONTENT STANDARD	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.

EALR	**WA.W.3.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.

EALR   WA.L.3.   Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.

EALR   WA.L.3.   Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

My Friend, Part 1

Washington State K-12 Learning Standards and Guidelines
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EALR	WA.RI.3.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing

CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR	WA.SL.3.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**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.**
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EALR	WA.SL.3.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Presentation of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		**Knowledge of Language**

CORE CONTENT / CONTENT STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

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

My Friend, Part 2

Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade **3** - Adopted: **2011**

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(d)	Provide a concluding statement or section.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing

CORE CONTENT / CONTENT STANDARD	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.)

CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
CONTENT STANDARD / PERFORMANCE 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).

CONTENT STANDARD / PERFORMANCE 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.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.3.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

My House, Part 1

Washington State K-12 Learning Standards and Guidelines
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Grade **3** - Adopted: **2011**

EALR	WA.RI.3.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.3.2.	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)

CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing

CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR	WA.SL.3.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EALR	WA.SL.3.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas

CORE CONTENT / CONTENT STANDARD	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.

CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

CORE CONTENT / CONTENT STANDARD	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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EALR   **WA.W.3.**   **Writing Standards**

BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(d)	Provide a concluding statement or section.

EALR	WA.W.3.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.W.3.	Writing Standards
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.

EALR **WA.L.3.** **Language Standards**

BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

Nile River, Yangtze River

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EALR **WA.RI.3.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

EALR **WA.RI.3.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.RI.3.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT / CONTENT STANDARD	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).

EALR	**WA.RI.3.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	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.

EALR	**WA.RF.3.**	**Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		**Phonics and Word Recognition**
CORE CONTENT / CONTENT STANDARD	**RF.3.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.

EALR	**WA.RF.3.**	**Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		**Fluency**
CORE CONTENT / CONTENT STANDARD	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**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.**
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	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.

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CONTENT STANDARD / PERFORMANCE 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).

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	**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.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE 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).

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	**L.3.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

EALR	**WA.L.3.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

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

Orchestra and Conductor

Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade **3** - Adopted: **2011**

EALR	**WA.RI.3.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Key Ideas and Details**

CORE CONTENT / CONTENT STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

EALR	**WA.RI.3.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Craft and Structure**

CORE CONTENT / CONTENT STANDARD	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.

EALR	**WA.RI.3.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**

CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT / CONTENT STANDARD	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).

EALR	**WA.RI.3.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	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.

EALR   **WA.RF.3.**   **Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		Phonics and Word Recognition
CORE CONTENT / CONTENT STANDARD	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.

EALR   **WA.RF.3.**   **Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EALR   **WA.W.3.**   **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

EALR   **WA.SL.3.**   **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.**
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EALR   **WA.SL.3.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

EALR   **WA.SL.3.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR   **WA.L.3.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English

CORE CONTENT / CONTENT STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE 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).

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / PERFORMANCE 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).

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roanoke, Part 1

EALR	WA.RI.3.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

EALR	WA.RI.3.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.RI.3.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT / CONTENT STANDARD	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.

EALR	WA.RI.3.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.RF.3.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		**Fluency**

CORE CONTENT / CONTENT STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EALR	WA.W.3.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

EALR	WA.W.3.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.W.3.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR	WA.SL.3.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EALR	WA.SL.3.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.SL.3.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Presentation of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**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.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.3.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

| CORE CONTENT / CONTENT STANDARD | 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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| EALR | WA.W.3. | Writing Standards |

| BIG IDEA / CORE CONTENT | | **Text Types and Purposes** |

| **CORE CONTENT / CONTENT STANDARD** | **W.3.2.** | **Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | W.3.2(a) | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | W.3.2(b) | Develop the topic with facts, definitions, and details. |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | W.3.2(d) | Provide a concluding statement or section. |

| EALR | WA.W.3. | Writing Standards |

| BIG IDEA / CORE CONTENT | | **Production and Distribution of Writing** |

| CORE CONTENT / CONTENT STANDARD | 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.) |

| CORE CONTENT / CONTENT STANDARD | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

| CORE CONTENT / CONTENT STANDARD | 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. |

| EALR | WA.W.3. | Writing Standards |

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.

BIG IDEA / CORE CONTENT		Knowledge of Language

CORE CONTENT / CONTENT STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

Roman Colosseum

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EALR	**WA.RI.3.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Key Ideas and Details**

CORE CONTENT / CONTENT STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

EALR	**WA.RI.3.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Craft and Structure**

CORE CONTENT / CONTENT STANDARD	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.

EALR	**WA.RI.3.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**

CORE CONTENT / CONTENT STANDARD	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).

EALR	**WA.RI.3.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**

CORE CONTENT / CONTENT STANDARD	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.

EALR	**WA.RF.3.**	**Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EALR   **WA.W.3.**   **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.

EALR   **WA.W.3.**   **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CORE CONTENT / CONTENT STANDARD	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.

EALR   **WA.W.3.**   **Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.

BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**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.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.3.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roman Hoplite, American Quarter Horse

Washington State K-12 Learning Standards and Guidelines
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EALR	WA.RI.3.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

EALR	WA.RI.3.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.RI.3.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT / CONTENT STANDARD	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).

EALR	WA.RI.3.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity

| CORE CONTENT / CONTENT STANDARD | 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. |

EALR   **WA.RF.3.**   **Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		**Fluency**
CORE CONTENT / CONTENT STANDARD	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EALR   **WA.W.3.**   **Writing Standards**

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**

CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

EALR   **WA.SL.3.**   **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**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.**

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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).

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EALR	WA.SL.3.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.SL.3.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	**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.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.3.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	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

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BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CORE CONTENT / CONTENT STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

BIG IDEA / CORE CONTENT		**Craft and Structure**

CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.RI.3.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT / CONTENT STANDARD	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).

EALR	WA.RI.3.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.RF.3.	Reading Standards: Foundational Skills

BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing

CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

EALR	**WA.W.3.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR	**WA.SL.3.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**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.**
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EALR	**WA.SL.3.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**

CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.SL.3.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

EALR **WA.L.3.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

EALR **WA.L.3.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	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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EALR **WA.W.3.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.

| CONTENT STANDARD / PERFORMANCE EXPECTATION | W.3.2(d) | Provide a concluding statement or section. |

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CORE CONTENT / CONTENT STANDARD	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.

EALR   **WA.W.3.**   **Writing Standards**

BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

The Fox and the Crow, Part 1

Washington State K-12 Learning Standards and Guidelines
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EALR	WA.RL.3.	Reading Standards for Literature

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CORE CONTENT / CONTENT STANDARD	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.

CORE CONTENT / CONTENT STANDARD	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.

BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CORE CONTENT / CONTENT STANDARD	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.

BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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).

BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	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.

BIG IDEA / CORE CONTENT		**Fluency**
CORE CONTENT / CONTENT STANDARD	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.3.3.	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STANDARD / PERFORMANCE 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.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR	WA.SL.3.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.**

CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EALR **WA.SL.3.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.SL.3.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR **WA.L.3.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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

Washington State K-12 Learning Standards and Guidelines
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EALR	WA.RL.3.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CORE CONTENT / CONTENT STANDARD	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.

EALR	**WA.W.3.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.3.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STANDARD / PERFORMANCE 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.

EALR	**WA.W.3.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CORE CONTENT / CONTENT STANDARD	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.

EALR	**WA.W.3.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR	**WA.SL.3.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Presentation of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR	**WA.L.3.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

EALR	**WA.L.3.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

The Theft of Thor's Hammer, Part 1

Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade **3** - Adopted: **2011**

EALR	WA.RL.3.	Reading Standards for Literature

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.RL.3.	Reading Standards for Literature

BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CORE CONTENT / CONTENT STANDARD	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.

EALR	WA.RL.3.	Reading Standards for Literature

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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).

EALR   **WA.RL.3.**   **Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	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.

EALR   **WA.RF.3.**   **Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		Phonics and Word Recognition
CORE CONTENT / CONTENT STANDARD	**RF.3.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.

EALR   **WA.RF.3.**   **Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EALR   **WA.W.3.**   **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.3.3.	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STANDARD / PERFORMANCE 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.

EALR   WA.W.3.   Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

EALR   WA.W.3.   Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR   WA.SL.3. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.**
CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EALR	WA.SL.3.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.SL.3.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE 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).

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE 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).

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

EALR   **WA.L.3.**   **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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).

Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade **3** - Adopted: **2011**

EALR   **WA.RL.3.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CORE CONTENT / CONTENT STANDARD	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.

EALR   **WA.RF.3.** **Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		**Phonics and Word Recognition**
CORE CONTENT / CONTENT STANDARD	**RF.3.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.

EALR   **WA.W.3.** **Writing Standards**

BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.3.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

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

CONTENT STANDARD / PERFORMANCE 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.

EALR   **WA.W.3.** **Writing Standards**

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CORE CONTENT / CONTENT STANDARD	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.

BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

BIG IDEA / CORE CONTENT		**Presentation of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE 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

Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade **3** - Adopted: **2011**

EALR	WA.RI.3.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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.

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT / CONTENT STANDARD	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).

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	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.

BIG IDEA / CORE CONTENT		Phonics and Word Recognition
CORE CONTENT / CONTENT STANDARD	**RF.3.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.

EALR   **WA.RF.3.**   **Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		**Fluency**
CORE CONTENT / CONTENT STANDARD	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EALR   **WA.W.3.**   **Writing Standards**

BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.

EALR   **WA.W.3.**   **Writing Standards**

BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.3.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

CONTENT STANDARD / PERFORMANCE 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.

EALR   **WA.W.3.**   **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.W.3.	Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR	WA.SL.3.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	**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.**
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EALR	WA.SL.3.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.SL.3.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Presentation of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
CONTENT STANDARD / PERFORMANCE 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).

CONTENT STANDARD / PERFORMANCE 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.

EALR	**WA.L.3.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

EALR	**WA.L.3.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**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.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / PERFORMANCE 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).

EALR	**WA.L.3.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.3.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

EALR	**WA.L.3.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

| CORE CONTENT / CONTENT STANDARD | 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). |

Washington State K-12 Learning Standards and Guidelines
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EALR	WA.RI.3.	Reading Standards for Informational Text

| BIG IDEA / CORE CONTENT | | Key Ideas and Details |

| CORE CONTENT / CONTENT STANDARD | RI.3.1. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |

| CORE CONTENT / CONTENT STANDARD | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |

EALR	WA.RI.3.	Reading Standards for Informational Text

| BIG IDEA / CORE CONTENT | | Craft and Structure |

| CORE CONTENT / CONTENT STANDARD | 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. |

EALR	WA.RI.3.	Reading Standards for Informational Text

| BIG IDEA / CORE CONTENT | | Integration of Knowledge and Ideas |

| CORE CONTENT / CONTENT STANDARD | 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). |

| CORE CONTENT / CONTENT STANDARD | 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). |

EALR	WA.RI.3.	Reading Standards for Informational Text

| BIG IDEA / CORE CONTENT | | Range of Reading and Level of Text Complexity |

CORE CONTENT / CONTENT STANDARD	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.

EALR **WA.RF.3.** **Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EALR **WA.W.3.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

EALR **WA.W.3.** **Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR **WA.SL.3.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	**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.**

CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EALR	WA.SL.3.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.SL.3.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**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.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.3.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	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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EALR	WA.W.3.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(d)	Provide a concluding statement or section.

EALR	WA.W.3.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.W.3.	Writing Standards
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

EALR	**WA.L.3.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.

EALR	**WA.L.3.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

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EALR	**WA.RI.3.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**

CORE CONTENT / CONTENT STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

EALR	WA.RI.3.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.RI.3.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT / CONTENT STANDARD	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).
CORE CONTENT / CONTENT STANDARD	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.

EALR	WA.RI.3.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.RF.3.	Reading Standards: Foundational Skills

BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EALR	WA.W.3.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

EALR	WA.W.3.	Writing Standards
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.W.3.	Writing Standards
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR	WA.SL.3.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**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.**

CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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).
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EALR	WA.SL.3.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.SL.3.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Presentation of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

EALR	**WA.L.3.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.

EALR	**WA.L.3.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

EALR	**WA.L.3.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**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.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

EALR	**WA.L.3.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

CORE CONTENT / CONTENT STANDARD	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

EALR **WA.L.3.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	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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EALR **WA.RF.3.** **Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		Phonics and Word Recognition
CORE CONTENT / CONTENT STANDARD	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.

EALR **WA.W.3.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(d)	Provide a concluding statement or section.

EALR	**WA.W.3.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CORE CONTENT / CONTENT STANDARD	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.

EALR	**WA.W.3.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EALR	**WA.L.3.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.

CONTENT STANDARD / PERFORMANCE 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).

CONTENT STANDARD / PERFORMANCE 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.

BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**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.**

CONTENT STANDARD / PERFORMANCE 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).