Main Criteria: Adventures in Writing

Secondary Criteria: Washington State K-12 Learning Standards and Guidelines

Subject: Language Arts
Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

Washington State K-12 Learning Standards and Guidelines Language Arts

Grade 3 - Adopted: 2011

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EALR	WA.RI.3.	Reading	Standards	tori	ıntormai	llonai	ı ext

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.
EALR	WA.SL.3.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT	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.

CONTENT STANDARD

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

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

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

EXPECTATION

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.

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EALR	WA.SL.3.	Speaking and Listening Standards
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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.
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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.
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WA.L.3. Language Standards

EALR

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

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

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

STANDARD

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CONTENT STANDARD / PERFORMANCE	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION		
EALR	WA.W.3.	Writing Standards
	WA.W.3.	Writing Standards Text Types and Purposes
EALR BIG IDEA / CORE	WA.W.3.	
EALR BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT /		Text Types and Purposes
EALR BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE	W.3.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EALR BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE	W.3.2. W.3.2(a)	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EALR BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.2(a) W.3.2(b) W.3.2(d)	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details.

Production and Distribution of Writing

BIG IDEA / CORE CONTENT

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.)
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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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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.
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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
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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

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

CONTENT STANDARD

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	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

PERFORMANCE EXPECTATION

BIG IDEA /	Knowledge of Language	
CORE		
CONTENT		

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).
		John Muir

Washington State K-12 Learning Standards and Guidelines Language Arts

Grade 3 - Adopted: 2011

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

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

PERFORMANCE EXPECTATION

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
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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

CONTENT

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	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.

CONTENT STANDARD

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 /	L.3.2(a)	
CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE		spelling when writing.
CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE	L.3.2(a)	Spelling when writing. Capitalize appropriate words in titles.
CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a) L.3.2(b)	Capitalize appropriate words in titles. Use commas in addresses. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,
CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a) L.3.2(b)	Capitalize appropriate words in titles. Use commas in addresses. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending
CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a) L.3.2(b) L.3.2(e)	Capitalize appropriate words in titles. Use commas in addresses. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

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

PERFORMANCE EXPECTATION

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 /	Range of Writing
CORE	Range of writing
CONTENT	

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	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.

CONTENT STANDARD

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	WA.L.3.	Language Standards Conventions of Standard English
BIG IDEA / CORE	WA.L.3.	
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT		Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE	L.3.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE	L.3.2. L.3.2(a)	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a) L.3.2(e)	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.2(a) L.3.2(e) L.3.2(f)	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

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).
		Magnets
		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 /	RF.3.4(a)	Read on-level text with purpose and understanding.

PERFORMANCE EXPECTATION

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
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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	SI 31	Report on a tonic or text tell a story or recount an experience with appropriate facts and relevant descriptive details

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details,

CORE

CONTENT /

CONTENT STANDARD SL.3.4.

speaking clearly at an understandable pace.

eak in complete sentences when appropriate to task and situation in order to provide requested detail or ification.
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guage Standards Inventions of Standard English Important command of the conventions of standard English capitalization, punctuation, and elling when writing. In pitalize appropriate words in titles. In conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., ang, smiled, cries, happiness). In pitalize appropriate words in titles.
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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).
		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.
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.

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).

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

My Friend, Part 1

Washington State K-12 Learning Standards and Guidelines Language Arts

Grade 3 - Adopted: 2011

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

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.

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

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	
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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.		

BIG IDEA / CORE CONTENT	Knowledge of Language
CONTENT	

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 /	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.)			

CONTENT STANDARD

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 Language Arts 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	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.)

CONTENT /

CONTENT STANDARD

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	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.		

STANDARD

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 House, 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	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				

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	W.3.2(d)	Provide a concluding statement or section.

EXPECTATION

EALR	WA.W.3.	Writing	Standards

LALK	WA.W.O.	Witting 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
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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.

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

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	RF.3.3(b)	Decode words with common Latin suffixes.

STANDARD /
PERFORMANCE
EXPECTATION

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	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

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
EALR BIG IDEA / CORE CONTENT	WA.L.3.	Language Standards Vocabulary Acquisition and Use
BIG IDEA / CORE	WA.L.3.	
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE	L.3.4.	Vocabulary Acquisition and Use 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.
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE	L.3.4. L.3.4(a)	Vocabulary Acquisition and Use 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. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g.,
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.4(a)	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. Use sentence-level context as a clue to the meaning of a word or phrase. 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).

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	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

STANDARD

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	RF.3.3(b)	Decode words with common Latin suffixes.

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

EXPECTATION

PERFORMANCE EXPECTATION

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 /	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.

CONTENT	BIG IDEA / CORE CONTENT	Conventions of Standard English	
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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).

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			
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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.

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 CONTENT CONTENT CONTENT CONTENT CONTENT CONTENT CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE CONTENT / STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE CONTENT / STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT CONT			
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SIG IDEA CORE CONTENT CONTENT CONTENT CONTENT STANDARD CORE CONTENT CONTENT STANDARD CORE CONTENT	STANDARD / PERFORMANCE	L.3.1(d)	Form and use regular and irregular verbs.
CORE CONTENT CONTENT (CORE CONTENT) L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. CONTENT STANDARD / PERFORMANCE EXPECTATION EALR WAL.3. Language Standards BIG IDEA / CORE CONTENT CONTENT STANDARD / PERFORMANCE EXPECTATION EALR WAL.3. Language Standards BIG IDEA / CORE CONTENT STANDARD / Standards CONTENT STANDARD / PERFORMANCE EXPECTATION CORE CONTENT STANDARD / PERFORMANCE EXPECTATION EALR WAL.3. Language Standards BIG IDEA / CORE CONTENT STANDARD / PERFORMANCE EXPECTATION EALR WAL.3. Language Standards BIG IDEA / CORE CONTENT STANDARD / PERFORMANCE EXPECTATION EALR WAL.3. Language Standards BIG IDEA / CORE CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION Distinguish the literal and nonliteral meanings of words and physics in context (e.g., take steps). STANDARD / PERFORMANCE EXPECTATION EALR WAL.3. Language Standards BIG IDEA / Vocabulary Acquisition and Use	EALR	WA.L.3.	Language Standards
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BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE EXPECTATION EALR WA.L.3. Language Standards Vocabulary Acquisition and Use Vocabulary Acquisition and Use Vocabulary Acquisition and Use Vocabulary Acquisition and Use	STANDARD / PERFORMANCE	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CORE CONTENT / CONTENT / STANDARD L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). STANDARD / PERFORMANCE EXPECTATION EALR WA.L.3. Language Standards BIG IDEA / Vocabulary Acquisition and Use	EALR	WA.L.3.	Language Standards
CONTENT STANDARD CONTENT L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). STANDARD / PERFORMANCE EXPECTATION EALR WA.L.3. Language Standards BIG IDEA / Vocabulary Acquisition and Use	CORE		Vocabulary Acquisition and Use
STANDARD / PERFORMANCE EXPECTATION EALR WA.L.3. Language Standards BIG IDEA / Vocabulary Acquisition and Use	CONTENT / CONTENT	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
BIG IDEA / Vocabulary Acquisition and Use	STANDARD / PERFORMANCE	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
CONTENT	CORE		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT	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).
STANDARD		

Roanoke, 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 /		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
		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).
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.
EALR	WA.SL.3.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or

CORE

CONTENT STANDARD

CONTENT /

SL.3.6.

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(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

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

STANDARD /
PERFORMANCE

EXPECTATION

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 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

Range of Reading and Level of Text Complexity

BIG IDEA / CORE CONTENT

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).

SL.3.1(c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks

CONTENT

STANDARD /

PERFORMANCE EXPECTATION

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	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD		
	WA.L.3.	Language Standards
STANDARD	WA.L.3.	Language Standards Conventions of Standard English
EALR BIG IDEA / CORE	WA.L.3.	
EALR BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT /		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
EALR BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular
EALR BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE	L.3.1. L.3.1(a)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EALR BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.1(a)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs.

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).
		Rooster, 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.3.1.	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		Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION		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 /		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		Vocabulary Acquisition and Use

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

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

EALR WA.L.3. Language Standards

L.3.5(a)

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 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
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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.

WA.W.3. Writing Standards EALR

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.

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 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		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

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.

CORE CONTENT / CONTENT STANDARD

SL.3.1.

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		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

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

PERFORMANCE EXPECTATION

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 Language Arts

Grade 3 - Adopted: 2011

EALR WA.RL.3. Reading Standards for Literature

BIG IDEA / CORE CONTENT	Key Ideas and Details
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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
	WALE.S.	Language	Junuarus

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

PERFORMANCE EXPECTATION

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

CORE	Conventions of Standard English	
CORE L.3.2 CONTENT / CONTENT STANDARD	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).

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

CONTENT
STANDARD /
PERFORMANCE
EXPECTATION

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 Theft of Thor's Hammer, Part 2

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	W.3.3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CORE CONTENT / CORE CONTENT / CONTENT	W.3.3 . W.3.3(a)	Write narratives to develop real or imagined experiences or events using effective technique,
CORE CONTENT / CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CORE CONTENT CORE CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE	W.3.3(a) W.3.3(b)	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the
CORE CONTENT CORE CONTENT / CONTENT STANDARD CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION	W.3.3(a) W.3.3(b)	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

 $With \ guidance \ and \ support \ from \ peers \ and \ adults, \ develop \ and \ strengthen \ writing \ as \ needed \ by \ planning, \ revising,$

STANDARD

CONTENT /

CONTENT STANDARD W.3.5.

and editing.

CORE

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

Tornadoes

agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

Determine the meaning of the new word formed when a known affix is added to a known word (e.g.,

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CONTENT

STANDARD /
PERFORMANCE
EXPECTATION

L.3.4(b)

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

STANDARD

RF.3.3(a) Identify and know the meaning of the most common prefixes and derivational suffixes.

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

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.

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

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	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**

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.

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

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

EXPECTATION

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	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.

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

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	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular

STANDARD / PERFORMANCE EXPECTATION

STANDARD /

PERFORMANCE **EXPECTATION**

sentences.

EALR WA.L.3. Language Standards

sitting, smiled, cries, happiness).

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	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,

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).
		Treasure Map, Part 1
		<u> </u>
		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.3.1.	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.

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).
		Treasure Map, 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 /		Production and Distribution of Writing

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.

STANDARD / PEPERORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION WAL.3. Language Standards Conventions of Standard English CORE CONTENT STANDARD / PEPERORMANCE EXPECTATION CONTENT STANDARD / PEPERORMANCE EXPECTATION CONTENT L.3.2(a) Capitalize appropriate words in sites. CONTENT STANDARD / PEPERORMANCE EXPECTATION CONTENT L.3.2(b) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., siting, smiled, cries, happiness). CONTENT STANDARD / PEPERORMANCE EXPECTATION CONTENT L.3.2(b) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syliable patterns, ending rules, meaningful word paris) in writing words. EALR WAL.3. Language Standards Knowledge of Language CONE CONE CONE CONE CONE CONE CONE CONE			
EALR WA.L.3. Language Standards BIG IDEA / CORE CONTENT CORE CONTENT STANDARD CONT	PERFORMANCE	L.3.1(a)	
CONTENT CONTENT L3.2(a) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., strandbard) performance expectation. CONTENT STANDARD / PERFORMANCE EXPECTATION CORE CONTENT / CONTE	STANDARD / PERFORMANCE	L.3.1(d)	Form and use regular and irregular verbs.
CORE CONTENT CONTENT CONTENT (CONTENT STANDARD) CONTENT STANDARD / BEFFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD	EALR	WA.L.3.	Language Standards
CONTENT CONTENT STANDARD / BERFORMANCE EXPECTATION CONTENT STANDARD / DERFORMANCE EXPECTATION CONTENT STANDA	CORE		Conventions of Standard English
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 WAL.3. Language Standards Knowledge of Language CORE CONTENT CONTENT / CONTENT / CONTENT STANDARD / PERFORMANCE EXPECTATION L.3.3(a) Choose words and phrases for effect. CONTENT STANDARD / PERFORMANCE EXPECTATION	CONTENT /	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION EALR WA.L.3. Language Standards Knowledge of Language CORE CONTENT STANDARD / CONTENT STANDARD / PERFORMANCE CONTENT STANDARD / PERFORMANCE CONTENT STANDARD / PERFORMANCE EXPECTATION CONTENT STANDARD / PERFORMANCE EXPECTATION STANDARD / PERFORMANCE EXPECTATION STANDARD / PERFORMANCE EXPECTATION	STANDARD / PERFORMANCE	L.3.2(a)	Capitalize appropriate words in titles.
STANDARD / PERFORMANCE EXPECTATION EALR WA.L.3. Language Standards Knowledge of Language CORE CONTENT / CONTENT / STANDARD / PERFORMANCE EXPECTATION L.3.3. Choose words and phrases for effect.	STANDARD / PERFORMANCE	L.3.2(e)	
BIG IDEA / CORE CONTENT CORE CONTENT / CONTENT / STANDARD CONTENT STANDARD L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. CONTENT STANDARD / PERFORMANCE EXPECTATION Knowledge of Language L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.	PERFORMANCE	L.3.2(f)	
CORE CONTENT / CONTENT / STANDARD CONTENT STANDARD CONTENT STANDARD / PERFORMANCE EXPECTATION CORE CONTENT STANDARD / PERFORMANCE EXPECTATION	EALR	WA.L.3.	Language Standards
CONTENT STANDARD CONTENT L.3.3(a) Choose words and phrases for effect. STANDARD / PERFORMANCE EXPECTATION	CORE		Knowledge of Language
STANDARD / PERFORMANCE EXPECTATION	CONTENT /	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
William Penn. Part 1	STANDARD / PERFORMANCE	L.3.3(a)	Choose words and phrases for effect.
			William Penn. Part 1

William Penn, Part 1

Washington State K-12 Learning Standards and Guidelines Language Arts

Grade 3 - Adopted: 2011

FALR	WA RI3	Reading	Standards	for	Informationa	I Text

BIG IDEA / CORE CONTENT

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.

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	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION		
EALR EALR	WA.L.3.	Language Standards
	WA.L.3.	Language Standards 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).
		William Penn, Part 2
		Washington State K-12 Learning Standards and Guidelines Language Arts Grade 3 - Adopted: 2011
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 /	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

PERFORMANCE EXPECTATION

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.

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

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.
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).