Main Criteria: Adventures in Writing

Secondary Criteria: Wisconsin Academic Standards

Subject: Language Arts

Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

Wisconsin Academic Standards

Language Arts

Grade 3 - Adopted: 2020/Implement 2021

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR /	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of

FOCUS AREA high-stakes a

Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR /	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details.

FOCUS AREA

(RI&RL)

DESCRIPTOR / FOCUS AREA	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPT OR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:

LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.3.5	With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.
DESCRIPTOR / FOCUS AREA	W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.3.1.b.	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Presentation of Knowledge and Ideas

DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN		Language K-5
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / FOCUS AREA	L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.3.6.d.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.

		Dolphins
		Wisconsin Academic Standards
		Language Arts
		Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
DESCRIPTOR / FOCUS AREA	RF.3.3.b.	Decode words with common Latin suffixes.
DESCRIPTOR / FOCUS AREA	RF.3.3.g.	Know when to double the final consonant when adding a suffix.
DOMAIN		Reading Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.

DOMAIN

Reading K-5

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:

LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
LEARNING CONTINUUM	W.3.2.c.	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.a.	Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING		Production and Distribution of Writing
PRIORITY		
	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
PRIORITY DESCRIPTOR /	W.3.4 W.3.6	sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined
PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR /		sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With guidance and support from adults and peers, use digital tools to produce and publish writing, including in
PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA		sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT		sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing. Speaking & Listening K-5 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices
PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONT ENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING	W.3.6	sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing. Speaking & Listening K-5 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
LEARNING CONTINUUM	L.3.2.b.	Determine the meaning of new words when a suffix or prefix is added.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.3.5.a.	Irregular and regular nouns and verbs.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.3.6.d.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.
LEARNING CONTINUUM	L.3.6.g.	Use learned syllable patterns and reference materials to solve and write unknown words.
		Hagia Sophia
		Wisconsin Academic Standards
		Language Art s Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading Foundational Skills
CONTENT ST ANDARD		Phonics and Word Recognition
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
DESCRIPTOR / FOCUS AREA	RF.3.3.b.	Decode words with common Latin suffixes.
DESCRIPTOR / FOCUS AREA	RF.3.3.g.	Know when to double the final consonant when adding a suffix.
DOMAIN		Reading Foundational Skills
CONTENT ST ANDARD		Fluency
PERFORMANC E ST ANDARD / LEARNING PRIORITY	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.
DOMAIN		Reading K-5
CONTENT ST ANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
LEARNING CONTINUUM	W.3.2.c.	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.a.	Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.

LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.3.1.b.	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.

	Language K-5
	Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
	Knowledge of Language
L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
	Language K-5
	Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
	Vocabulary Acquisition and Use
L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.2.b.	Determine the meaning of new words when a suffix or prefix is added.
	Language K-5
	Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
	Conventions of Standardized English
L.3.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
L.3.5.a.	Irregular and regular nouns and verbs.
	Language K-5
	Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
	L.3.1.C. L.3.2.a. L.3.2.b. L.3.2.b.

PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.3.6.d.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.
LEARNING CONTINUUM	L.3.6.g.	Use learned syllable patterns and reference materials to solve and write unknown words.
		Hannibal's War
		Wisconsin Academic Standards Language Arts
		Grade 3 - Adopted: 2020/implement 2021
DOMAIN		Anchor Standards for Reading
DOWAIN		Anonor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language

DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading Foundational Skills
CONTENT ST AND ARD		Fluency
PERFORMANC E ST ANDARD / LEARNING PRIORITY	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.3.5	With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.
DESCRIPTOR / FOCUS AREA	W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
DOMAIN		Speaking & Listening K-5
DOMAIN CONTENT STANDARD		Speaking & Listening K-5 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
CONTENT		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	SL.3.1	Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	SL.3.1 SL.3.1.b.	Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM DOMAIN CONTENT		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). Speaking & Listening K-5 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). Speaking & Listening K-5 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.3.6.d.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.
LEARNING CONTINUUM	L.3.6.g.	Use learned syllable patterns and reference materials to solve and write unknown words.
		John Muir
		Wisconsin Academic Standards
		Language Arts Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Speaking & Listening
DOMAIN CONTENT STANDARD		Anchor Standards for Speaking & Listening Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
CONTENT		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	SL1.	Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	SL1.	Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA	SL1.	Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DOMAIN CONTENT	SL1.	Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standards for Language Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and
CONTENT STANDARD PERFORMANC E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DOMAIN CONTENT STANDARD PERFORMANC E ST ANDARD / LEARNING	SL1.	Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standards for Language Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and contexts.

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading Foundational Skills
CONTENT ST AND ARD		Fluency
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)

DESCRIPTOR / FOCUS AREA	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
LEARNING CONTINUUM	W.3.2.c.	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.a.	Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
DOMAIN		Speaking & Listening K-5
CONTENT ST ANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
		and situations in order to meet communicative goals. Be able to justify intentional language choices
STANDARD PERFORMANC E STANDARD / LEARNING	SL.3.1	and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	SL.3.1 SL.3.1.b.	and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA		and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPT OR / FOCUS AREA LEARNING CONTINUUM		and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM DOMAIN CONTENT		and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). Speaking & Listening K-5 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM DOMAIN CONT ENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING		and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). Speaking & Listening K-5 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.3.5.a.	Irregular and regular nouns and verbs.

CONTENT		Overarching Statement: Demonstrate an understanding of how language functions in different cultures
STANDARD		and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.3.6.d.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.
LEARNING CONTINUUM	L.3.6.g.	Use learned syllable patterns and reference materials to solve and write unknown words.
		Leif Eriksson
		Wisconsin Academic Standards
		Language Arts
		Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING		Craft and Structure

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading Foundational Skills
CONT ENT ST AND ARD		Fluency
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.

DOMAIN

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
DOMAIN		Reading K-5
CONTENT ST ANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DOMAIN		Writing Standards K-5
CONTENT ST ANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes

LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
LEARNING CONTINUUM	W.3.2.c.	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.a.	Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING		Production and Distribution of Writing
PRIORITY		
	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
PRIORITY DESCRIPTOR /	W.3.4 W.3.6	sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined
PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR /		sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With guidance and support from adults and peers, use digital tools to produce and publish writing, including in
PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA		sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT		sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing. Speaking & Listening K-5 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices
PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONT ENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING	W.3.6	sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing. Speaking & Listening K-5 Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		includes independently and proficiently understanding grade-level text. Key Ideas and Details
CONTENT ST ANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This
DOMAIN		Anchor Standards for Reading
		Language Art s Grade 3 - Adopted: 2020/Implement 2021
		Wisconsin Academic Standards
		Magnets
LEARNING CONTINUUM	L.3.6.g.	Use learned syllable patterns and reference materials to solve and write unknown words.
LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.
LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
LEARNING CONTINUUM	L.3.6.d.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
DESCRIPTOR / FOCUS AREA	L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
DOMAIN		Language K-5
LEARNING CONTINUUM	L.3.5.c.	Subject-verb agreement.
LEARNING CONTINUUM	L.3.5.a.	Irregular and regular nouns and verbs.
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading Foundational Skills
CONTENT ST AND ARD		Fluency
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
LEARNING CONTINUUM	W.3.2.c.	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.
DOMAIN		Writing Standards K-5
CONTENT ST ANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.a.	Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.3.1.b.	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

LEARNING CONTINUUM	L.3.1.c.	ldentify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN		Language K-5
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
LEARNING CONTINUUM	L.3.4.a.	ldentify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them).
DOMAIN		Language K-5
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.3.5.a.	Irregular and regular nouns and verbs.
LEARNING CONTINUUM	L.3.5.c.	Subject-verb agreement.
DOMAIN		Language K-5

CONTENT STANDARD Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. PERFORMANC E ST ANDARD / PRIORITY Key Ideas and Details DESCRIPTOR / FOCUS AREA R1. Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. DESCRIPTOR / FOCUS AREA R2. Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development. DESCRIPTOR / FOCUS AREA R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
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FOCUS AREA punctuation, and spelling when writing. Discern when and where it is appropriately use and explain the intended purpose in conventions with: LEARNING CONTINUUM L3.6.4. Use spelling patterns and genenizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. LEARNING CONTINUUM L3.6.4. Use conventional spelling for high frequency words. LEARNING CONTINUUM L3.6.4. Use conventional spelling for high frequency words. LEARNING CONTINUUM L3.6.1. Use conventional spelling for adding suffixes to basic words. CONTINUUM L3.6.2. Use learned syllable patterns and reference materials to solve and write unknown words. CONTINUUM L3.6.3. Use learned syllable patterns and reference materials to solve and write unknown words. CONTINUUM L3.6.9. Use learned syllable patterns and reference materials to solve and write unknown words. CONTINUUM L3.6.8. Anchor Standards for Reading CONTENT Grad a comprehend a variety of complex literary and informational texts for many purposes (rincluding enjoyment), including texts that reflect one's experiences and experiences of others. This (PERFORMANC (RESCRIPTOR / RESCRIPTOR / RESCR	E STANDARD / LEARNING		Conventions of Standardized English
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DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		Anchor Standards for Speaking & Listening

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DOMAIN		Reading Foundational Skills
CONTENT STANDARD		Fluency

PERFORMANC E STANDARD / LEARNING PRIORITY	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (Rl&RL)
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DESCRIPTOR / FOCUS AREA	R.3.9	Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)

Writing Standards K-5

DOMAIN		writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	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.

DESCRIPTOR / W.3.9 Recall facts from literary or informational texts to support reflection, and inquiry.

FOCUS AREA

Speaking & Listening K-5

DOWAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.3.1.b.	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5

DOMAIN Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
		Mayflower, Part 2
		Wisconsin Academic Standards
		Language Arts Grade 3 - Adopted: 2020/Implement 2021
		Oldue 3 - Adopted. 2020 Implement 2021
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Language

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		convention choices and explain how those choices differ for culture and context. Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
LEARNING CONTINUUM	W.3.2.c.	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.
DOMAIN		Writing Standards K-5

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.a.	Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.3.5.a.	Irregular and regular nouns and verbs.
LEARNING CONTINUUM	L.3.5.c.	Subject-verb agreement.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.3.6.d.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.
LEARNING CONTINUUM	L.3.6.g.	Use learned syllable patterns and reference materials to solve and write unknown words.
		My Friend, Part 1
		Wisconsin Academic Standards
		Language Art s Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:

LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.3.1.b.	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.

DOMAIN	
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Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
		My Friend, Part 2
		Wisconsin Academic Standards
		Language Arts
		Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DESCRIPTOR /	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
FOCUS AREA		

Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.

LEARNING CONTINUUM	W.3.2.c.	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.a.	Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
DOMAIN		Language K-5
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPT OR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.3.5.a.	Irregular and regular nouns and verbs.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.3.6.d.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.
LEARNING CONTINUUM	L.3.6.g.	Use learned syllable patterns and reference materials to solve and write unknown words.
		My House, Part 1
		Wisconsin Academic Standards
		Language Arts Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DOMAIN		Anchor Standards for Speaking & Listening
DOMAIN CONTENT STANDARD		Anchor Standards for Speaking & Listening Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
CONTENT		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	SL1.	Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
CONTENT STANDARD PERFORMANC E ST ANDARD / LEARNING PRIORITY DESCRIPTOR /	SL1.	Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
CONTENT STANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA	SL1.	Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DOMAIN CONTENT	SL1.	Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standards for Language Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and
CONTENT STANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DOMAIN CONTENT STANDARD PERFORMANC E ST ANDARD / LEARNING	SL1.	Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standards for Language Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and contexts.

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes

DESCRIPTOR / W.3.2 Write text in a variety of modes: FOCUS AREA LEARNING W.3.2.b. Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points. CONTINUUM DOMAIN Writing Standards K-5 CONTENT Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic ST AND ARD tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. PERFORMANC **Text Types and Purposes** E STANDARD LEARNING **PRIORITY DESCRIPTOR /** W.3.3 Create writing that utilizes: FOCUS AREA I FARNING W.3.3.c. Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order CONTINUUM to connect categories or information, and to convey meaning. DOMAIN Writing Standards K-5 CONTENT Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic ST AND ARD tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. PERFORMANC **Production and Distribution of Writing** E STANDARD / LEARNING **PRIORITY** DESCRIPTOR / W.3.4 With support from adults and peers, produce writing in which the development and organization are culturally-FOCUS AREA sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) DOMAIN Speaking & Listening K-5 CONTENT Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, STANDARD and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. PERFORMANC **Comprehension and Collaboration** E STANDARD / I FARNING **PRIORITY** DESCRIPTOR / Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) SL.3.1 FOCUS AREA with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. LEARNING SL.3.1.b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one CONTINUUM at a time about the topics and texts under discussion). DOMAIN Speaking & Listening K-5 CONTENT Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, ST AND ARD and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. PERFORMANC Presentation of Knowledge and Ideas E STANDARD / LEARNING

PRIORITY

 DESCRIPTOR / SL.3.4
 Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.

 DOMAIN
 Language K-5

Overarching Statement: Demonstrate an understanding of how language functions in different cultures

STANDARD		and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when

My House, Part 2

Wisconsin Academic Standards

Language Arts

Grade 3 - Adopted: 2020/Implement 2021

DOMAIN

CONTINUUM

CONTENT

Anchor Standards for Writing

writing and speaking.

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:

LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
LEARNING CONTINUUM	W.3.2.c.	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.a.	Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.3.5.a.	Irregular and regular nouns and verbs.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPT OR / FOCUS AREA	L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.3.6.d.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.
LEARNING CONTINUUM	L.3.6.g.	Use learned syllable patterns and reference materials to solve and write unknown words.
		Nile River, Yangtze River
		Wisconsin Academic Standards
		Language Art s Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language

DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DOMAIN		Reading Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
DESCRIPTOR / FOCUS AREA	RF.3.3.b.	Decode words with common Latin suffixes.
DESCRIPTOR / FOCUS AREA	RF.3.3.g.	Know when to double the final consonant when adding a suffix.
DOMAIN		Reading Foundational Skills
CONTENT ST ANDARD		Fluency

PERFORMANC E STANDARD / LEARNING PRIORITY	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (Rl&RL)
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DOMAIN		Speaking & Listening K-5

CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.3.1.b.	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORIT Y		Presentation of Knowledge and Ideas
E STANDARD / LEARNING	SL.3.4	Presentation of Knowledge and Ideas Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR /	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DOMAIN CONTENT	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace. Language K-5 Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional
E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DOMAIN CONTENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING		Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace. Language K-5 Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DOMAIN CONTENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORITY DESCRIPTOR /		Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace. Language K-5 Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Knowledge of Language Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and listening, and make
E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DOMAIN CONTENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA	L.3.1	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace. Language K-5 Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Knowledge of Language Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when
E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DOMAIN CONTENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA	L.3.1	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace. Language K-5 Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Knowledge of Language Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.

PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
LEARNING CONTINUUM	L.3.2.b.	Determine the meaning of new words when a suffix or prefix is added.
		Orchestra and Conductor
		Wisconsin Academic Standards
		Language Arts Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT ST AND ARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT ST ANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DOMAIN		Reading Foundational Skills
CONTENT ST AND ARD		Phonics and Word Recognition
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
DESCRIPTOR / FOCUS AREA	RF.3.3.b.	Decode words with common Latin suffixes.
DESCRIPTOR / FOCUS AREA	RF.3.3.g.	Know when to double the final consonant when adding a suffix.
DOMAIN		Reading Foundational Skills
CONT ENT ST AND ARD		Fluency
PERFORMANC E STANDARD / LEARNING PRIORITY	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / R.3.1 Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. FOCUS AREA (RI&RL) DESCRIPTOR / Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. R.3.2 FOCUS AREA (RI&RL) DESCRIPTOR / R.3.3 Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the FOCUS AREA relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (Rl&RL)
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.3.1.b.	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORITY		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
LEARNING CONTINUUM	L.3.2.b.	Determine the meaning of new words when a suffix or prefix is added.
		Roanoke, Part 1
		Wisconsin Academic Standards
		Language Arts
		Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DOMAIN		Reading Foundational Skills
CONT ENT ST AND ARD		Fluency
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5

CONTENT STANDARD Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (Rl&RL)
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DESCRIPTOR / FOCUS AREA	R.3.9	Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Writing Standards K-5 Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
CONTENT		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision)
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	W.3.3	Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	W.3.3 W.3.3.c.	Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Text Types and Purposes
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Text Types and Purposes Create writing that utilizes: Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Text Types and Purposes Create writing that utilizes: Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM DOMAIN CONTENT		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Text Types and Purposes Create writing that utilizes: Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning. Writing Standards K-5 Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision)
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA LEARNING CONTINUUM DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Text Types and Purposes Create writing that utilizes: Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning. Writing Standards K-5 Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.3.9	Recall facts from literary or informational texts to support reflection, and inquiry.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.3.1.b.	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPT OR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN		Language K-5
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.3.5.a.	Irregular and regular nouns and verbs.
		Roanoke, Part 2
		Wisconsin Academic Standards Language Arts Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Writing
CONTENT ST AND ARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
LEARNING CONTINUUM	W.3.2.c.	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.a.	Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.3.5.a.	Irregular and regular nouns and verbs.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.3.6.d.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.

LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.
LEARNING CONTINUUM	L.3.6.g.	Use learned syllable patterns and reference materials to solve and write unknown words.
		Roman Colosseum
		Wisconsin Academic Standards
		Language Art s Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANC E ST ANDARD / LEARNING PRIORITY	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (Rl&RL)
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.3.5	With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.
DESCRIPTOR / FOCUS AREA	W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPT OR / FOCUS AREA	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.3.1.b.	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
DOMAIN		Language K-5
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
		Roman Hoplite, American Quarter Horse
		Wisconsin Academic Standards
		Language Arts Grade 3 - Adopted: 2020/Implement 2021
DOMANI		
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT ST ANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT ST ANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

PERFORMANC E STANDARD / LEARNING PRIORITY

DOMAIN		Reading Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Integration of Knowledge and Ideas

DESCRIPTOR / FOCUS AREA	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.3.1.b.	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN		Language K-5
CONT ENT ST AND ARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.3.5.a.	Irregular and regular nouns and verbs.
		Rooster, Part 1
		Wisconsin Academic Standards Language Arts
		Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAN		

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
		this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and
ST ANDARD PERFORMANC E ST ANDARD / LEARNING	L5.	this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR /	L5.	this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Conventions of Standardized English Discem when and where it is appropriate to use standardized English, and demonstrate contextually appropriate
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA	L5.	this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Conventions of Standardized English Discem when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DOMAIN CONTENT	L5.	this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Conventions of Standardized English Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Reading Foundational Skills
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DOMAIN CONTENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING	RF.3.4	this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Conventions of Standardized English Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Reading Foundational Skills Fluency
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DOMAIN CONT ENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR /	RF.3.4	this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. Conventions of Standardized English Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Reading Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension.

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
DOMAIN		Reading K-5
CONTENT ST ANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT ST ANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:

LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.3.1.b.	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR /	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and

DESCRIPTOR /SL.3.2Determine main ideas and supporting details of a text read aloud or information presented in diverse media and
formats.FOCUS AREAformats.

CONTENT Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, **STANDARD** and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. PERFORMANC Presentation of Knowledge and Ideas E STANDARD / LEARNING **PRIORITY** DESCRIPTOR / SL.3.4 Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive FOCUS AREA details, speaking clearly at an understandable pace. DOMAIN Language K-5 CONTENT Overarching Statement: Demonstrate an understanding of how language functions in different cultures ST AND ARD and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. PERFORMANC Knowledge of Language E STANDARD / LEARNING **PRIORITY** DESCRIPTOR / L.3.1 Demonstrate an understanding of how language functions in different cultures, contexts, and FOCUS AREA disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. LEARNING L.3.1.c. Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when CONTINUUM writing and speaking DOMAIN Language K-5 CONTENT Overarching Statement: Demonstrate an understanding of how language functions in different cultures ST AND ARD and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. PERFORMANC Vocabulary Acquisition and Use E STANDARD / LEARNING **PRIORITY** DESCRIPTOR / L.3.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level FOCUS AREA reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. LEARNING L.3.2.a. Use sentence-level context as a clue to the meaning of a word or phrase. CONTINUUM DOMAIN Language K-5 Overarching Statement: Demonstrate an understanding of how language functions in different cultures CONTENT ST AND ARD and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context. PERFORMANC **Conventions of Standardized English** E STANDARD / LEARNING **PRIORITY** DESCRIPTOR / L.3.5 Demonstrate contextually appropriate use of the conventions of conventions of standardized English FOCUS AREA grammar and usage when writing or speaking. Discern when and where it is appropriate to use

standardized English. Appropriately use and explain the intended purpose of language choice with:

DOMAIN

Speaking & Listening K-5

		Rooster, Part 2
		Wisconsin Academic Standards
		Language Arts Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Writing
CONTENT ST ANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
LEARNING CONTINUUM	W.3.2.c.	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.
DOMAIN		Writing Standards K-5
CONTENT ST ANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:

LEARNING CONTINUUM	W.3.3.a.	Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
DOMAIN		Language K-5
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.3.5.a.	Irregular and regular nouns and verbs.
DOMAIN		Language K-5

DOMAIN

Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.3.6.d.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.
LEARNING CONTINUUM	L.3.6.g.	Use learned syllable patterns and reference materials to solve and write unknown words.
		The Fox and the Crow, Part 1
		Wisconsin Academic Standards Language Art s Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
		(including enjoyment), including texts that reflect one's experiences and experiences of others. This
ST ANDARD PERFORMANC E ST ANDARD / LEARNING	R1.	(including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR /	R1. R2.	(including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Key Ideas and Details Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR /		(including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Key Ideas and Details Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DESCRIPTOR /	R2.	(including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Key Ideas and Details Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA	R2.	(including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Key Ideas and Details Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DESCRIPTOR / FOCUS AREA	R6.	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Knowledge of Language

DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DOMAIN		Reading Foundational Skills
CONTENT ST ANDARD		Fluency
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Reading K-5
CONTENT ST ANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
E STANDARD / LEARNING	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR /	R.3.7 R.3.8	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR /		Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA		Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (Rl&RL) Explain how claims in a text are supported by relevant reasons and evidence. (RI)
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT		Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (Rl&RL) Explain how claims in a text are supported by relevant reasons and evidence. (Rl) Writing Standards K-5 Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision)
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING	R.3.8	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (Rl&RL) Explain how claims in a text are supported by relevant reasons and evidence. (Rl) Writing Standards K-5 Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR /	R.3.8	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (Rl&RL) Explain how claims in a text are supported by relevant reasons and evidence. (Rl) Writing Standards K-5 Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Text Types and Purposes

CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.3.1.b.	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.3.5.a.	Irregular and regular nouns and verbs.
		The Fox and the Crow, Part 2
		Wisconsin Academic Standards
		Wisconsin Academic Standards
		Language Arts
		Language Arts Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		
DOMAIN CONTENT STANDARD		Grade 3 - Adopted: 2020/Implement 2021
CONTENT		Grade 3 - Adopted: 2020/Implement 2021 Anchor Standards for Reading Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	R2.	Grade 3 - Adopted: 2020/Implement 2021 Anchor Standards for Reading Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR /	R2.	Grade 3 - Adopted: 2020/Implement 2021 Anchor Standards for Reading Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Key Ideas and Details Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA	R2.	Grade 3 - Adopted: 2020/Implement 2021 Anchor Standards for Reading Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Key Ideas and Details Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DOMAIN CONTENT	R2.	Grade 3 - Adopted: 2020/Implement 2021 Anchor Standards for Reading Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Key Ideas and Details Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development. Anchor Standards for Writing Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	R2.	Grade 3 - Adopted: 2020/Implement 2021 Anchor Standards for Reading Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Key Ideas and Details Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development. Anchor Standards for Writing Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.c.	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:

LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.3.5	With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.
DESCRIPTOR / FOCUS AREA	W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
DOMAIN		Speaking & Listening K-5
CONTENT ST ANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPT OR / FOCUS AREA	L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.3.6.d.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.
LEARNING CONTINUUM	L.3.6.g.	Use learned syllable patterns and reference materials to solve and write unknown words.
		The Theft of Thor's Hammer, Part 1
		Wisconsin Academic Standards
		Language Arts
		Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Key Ideas and Details
E STANDARD / LEARNING	R1.	Key Ideas and Details Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR /	R1. R2.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR /		Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DESCRIPTOR /	R2.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA	R2.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT	R2.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Anchor Standards for Reading Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING	R2.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Anchor Standards for Reading Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

DESCRIPTOR / FOCUS AREA	R6.	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DOMAIN		Reading Foundational Skills
CONTENT ST AND ARD		Phonics and Word Recognition
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
DESCRIPTOR / FOCUS AREA	RF.3.3.b.	Decode words with common Latin suffixes.
DESCRIPTOR / FOCUS AREA	RF.3.3.g.	Know when to double the final consonant when adding a suffix.
DOMAIN		Reading Foundational Skills
CONTENT ST AND ARD		Fluency
PERFORMANC E ST ANDARD / LEARNING PRIORITY	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANC E ST ANDARD / LEARNING	RF.3.4 RF.3.4.a.	Read with sufficient accuracy and fluency to support comprehension.

DOMAIN

Reading K-5

CONTENT ST ANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
DOMAIN CONTENT STANDARD		Reading K-5 Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
CONTENT		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	R.3.7	Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR /	R.3.7	Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Integration of Knowledge and Ideas Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR /		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Integration of Knowledge and Ideas Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Integration of Knowledge and Ideas Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (Rl&RL) Explain how claims in a text are supported by relevant reasons and evidence. (RI)
CONTENT STANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text. Integration of Knowledge and Ideas Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (Rl&RL) Explain how claims in a text are supported by relevant reasons and evidence. (RI) Writing Standards K-5 Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision)

LEARNING CONTINUUM	W.3.2.c.	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.3.1.b.	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN		Language K-5
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

LEARNING CONTINUUM	L.3.1.c.	ldentify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
LEARNING CONTINUUM	L.3.2.b.	Determine the meaning of new words when a suffix or prefix is added.
		The Theft of Thor's Hammer, Part 2
		Wisconsin Academic Standards
		Language Art s
		Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT ST ANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading Foundational Skills

CONTENT ST AND ARD		Phonics and Word Recognition
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
DESCRIPTOR / FOCUS AREA	RF.3.3.b.	Decode words with common Latin suffixes.
DESCRIPTOR / FOCUS AREA	RF.3.3.g.	Know when to double the final consonant when adding a suffix.
DOMAIN		Reading K-5
CONTENT ST ANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
DOMAIN		Reading K-5
CONTENT ST ANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:

LEARNING CONTINUUM	W.3.2.c.	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.3.5	With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.
DESCRIPTOR / FOCUS AREA	W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.b.	Determine the meaning of new words when a suffix or prefix is added.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.3.5.a.	Irregular and regular nouns and verbs.
LEARNING CONTINUUM	L.3.5.c.	Subject-verb agreement.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

LEARNING CONTINUUM	L.3.6.d.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.
LEARNING CONTINUUM	L.3.6.g.	Use learned syllable patterns and reference materials to solve and write unknown words.
		Tornadoes
		Wisconsin Academic Standards
		Language Arts Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Reading Foundational Skills
CONTENT ST ANDARD		Phonics and Word Recognition
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
DESCRIPTOR / FOCUS AREA	RF.3.3.b.	Decode words with common Latin suffixes.
DESCRIPTOR / FOCUS AREA	RF.3.3.g.	Know when to double the final consonant when adding a suffix.
DOMAIN		Reading Foundational Skills
CONTENT ST AND ARD		Fluency

PERFORMANC E STANDARD / LEARNING PRIORITY	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DOMAIN		Writing Standards K-5

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
DOMAIN		Writing Standards K-5
CONTENT ST ANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.3.5	With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.
DESCRIPTOR / FOCUS AREA	W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.

LEARNING CONTINUUM	SL.3.1.b.	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

LEARNING CONTINUUM	L.3.2.b.	Determine the meaning of new words when a suffix or prefix is added.
DOMAIN		Language K-5
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.3.6.d.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.
LEARNING CONTINUUM	L.3.6.g.	Use learned syllable patterns and reference materials to solve and write unknown words.

Treasure Map, Part 1

Wisconsin Academic Standards Language Arts

Grade 3 - Adopted: 2020/Implement 2021

DOMAIN

Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DOMAIN		Reading Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (Rl&RL)
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.3.1.b.	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

PERFORMANC E ST ANDARD / LEARNING		Presentation of Knowledge and Ideas
PRIORITY		
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPT OR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
		Treasure Map, Part 2
		Wisconsin Academic Standards
		Language Arts
		Grade 3 - Adopted: 2020/Implement 2021
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
LEARNING CONTINUUM	W.3.2.c.	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.a.	Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
DOMAIN		Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.3.5.a.	Irregular and regular nouns and verbs.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.3.6.d.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.
LEARNING CONTINUUM	L.3.6.g.	Use learned syllable patterns and reference materials to solve and write unknown words.

William Penn, Part 1

Grade 3 - Adopted: 2020/Implement 2021

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
		meet communicative goals. Be able to justify intentional language choices and how those choices
STANDARD PERFORMANC E STANDARD / LEARNING	SL1.	meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR /	SL1.	meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA	SL1.	meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DOMAIN CONTENT	SL1.	meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standards for Language Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and
ST ANDARD PERFORMANC E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DOMAIN CONTENT ST ANDARD PERFORMANC E ST ANDARD / LEARNING	SL1.	meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context. Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standards for Language Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and contexts.

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DOMAIN		Reading Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANC E STANDARD / LEARNING PRIORITY	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.
DOMAIN		Reading K-5
CONT ENT ST AND ARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Key Ideas and Details
E STANDARD / LEARNING	R.3.1	Key Ideas and Details Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
E ST ANDARD / LEARNING PRIORIT Y DESCRIPTOR /	R.3.1 R.3.2	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference.

DESCRIPTOR / FOCUS AREA	R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)
DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (Rl&RL)
DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
DESCRIPTOR / FOCUS AREA	R.3.9	Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally- sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.3.9	Recall facts from literary or informational texts to support reflection, and inquiry.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
LEARNING CONTINUUM	SL.3.1.b.	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPT OR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

LEARNING		
CONTINUUM		

L.3.5.a. Irregular and regular nouns and verbs.

William Penn, Part 2

Wisconsin Academic Standards Language Arts

Grade 3 - Adopted: 2020/Implement 2021

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		Anchor Standards for Writing
CONTENT ST ANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Knowledge of Language

DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
DOMAIN		Anchor Standards for Language
CONTENT ST ANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR /	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate
FOCUS AREA		use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN		use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
DOMAIN	RF.3.3	Reading Foundational Skills
DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	RF.3.3 RF.3.3.a.	Reading Foundational Skills Phonics and Word Recognition
DOMAIN CONTENT STANDARD PERFORMANC E ST ANDARD / LEARNING PRIORITY DESCRIPTOR /		Reading Foundational Skills Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.
DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR /	RF.3.3.a. RF.3.3.b.	Reading Foundational Skills Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.
DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA	RF.3.3.a. RF.3.3.b.	Reading Foundational Skills Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes.
DOMAIN CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA	RF.3.3.a. RF.3.3.b.	Reading Foundational Skills Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Know when to double the final consonant when adding a suffix.

DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
LEARNING CONTINUUM	W.3.2.c.	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.
DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
LEARNING CONTINUUM	W.3.3.a.	Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
DOMAIN		Writing Standards K-5
DOMAIN CONTENT STANDARD		Writing Standards K-5 Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
CONTENT		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision)
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING	W.3.4	Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR /	W.3.4 W.3.6	Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Production and Distribution of Writing With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Production and Distribution of Writing With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With guidance and support from adults and peers, use digital tools to produce and publish writing, including in
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORIT Y DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Production and Distribution of Writing With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
CONTENT STANDARD PERFORMANC E STANDARD / LEARNING PRIORITY DESCRIPTOR / FOCUS AREA DESCRIPTOR / FOCUS AREA DOMAIN CONTENT		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. Production and Distribution of Writing With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing. Language K-5 Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional

LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
DOMAIN		Language K-5
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.3.2.b.	Determine the meaning of new words when a suffix or prefix is added.
DOMAIN		Language K-5
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the conventions of conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.3.5.a.	Irregular and regular nouns and verbs.
DOMAIN		Language K-5
CONTENT ST ANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.3.6.d.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.

LEARNING CONTINUUM

L.3.6.g. Use learned syllable patterns and reference materials to solve and write unknown words.