

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.
PERFORMANCE 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.
PERFORMANCE 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).
PERFORMANCE 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.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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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).
PERFORMANCE 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.
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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.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
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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
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PERFORMANCE STANDARD / LEARNING PRIORITY	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
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DESCRIPTOR / FOCUS AREA R.3.1 Develop and answer questions to | 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)
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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.
PERFORMANCE 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)
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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.
PERFORMANCE 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)
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DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
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LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
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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.
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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.
PERFORMANCE 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.)
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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.
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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.
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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.
PERFORMANCE 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.
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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).
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
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LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.
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LEARNING CONTINUUM L.3.6.g. Use learned syllable patterns and reference materials to solve and write unknown 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.
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PERFORMANCE STANDARD / LEARNING PRIORITY	Key Ideas and Details
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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.
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DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
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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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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY	Craft and Structure
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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.
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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.
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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).
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PERFORMANCE STANDARD / LEARNING PRIORITY	Text Types and Purposes:
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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.
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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.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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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).
PERFORMANCE 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.
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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.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
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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.
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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.
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DOMAIN **Reading Foundational Skills**

CONTENT STANDARD		Phonics and Word Recognition
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PERFORMANCE STANDARD / LEARNING PRIORITY	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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DESCRIPTOR / FOCUS AREA	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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DESCRIPTOR / FOCUS AREA	RF.3.3.b.	Decode words with common Latin suffixes.
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DESCRIPTOR / FOCUS AREA	RF.3.3.g.	Know when to double the final consonant when adding a suffix.
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DOMAIN **Reading Foundational Skills**

CONTENT STANDARD		Fluency
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PERFORMANCE STANDARD / LEARNING PRIORITY	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
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DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA R.3.1 Develop and answer questions to | 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
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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.
PERFORMANCE 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).
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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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.

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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the 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.
PERFORMANCE 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.

Hagia Sophia

**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.
PERFORMANCE 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.
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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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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.
PERFORMANCE 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.
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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.
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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).
PERFORMANCE 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.
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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.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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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).
PERFORMANCE 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.
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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.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
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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.
PERFORMANCE 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.
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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.
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DOMAIN **Reading Foundational Skills**

CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	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.
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DESCRIPTOR / FOCUS AREA	RF.3.3.b.	Decode words with common Latin suffixes.
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DESCRIPTOR / FOCUS AREA	RF.3.3.g.	Know when to double the final consonant when adding a suffix.
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DOMAIN **Reading Foundational Skills**

CONTENT STANDARD		Fluency
PERFORMANCE 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.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
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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)
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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)
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
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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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.)
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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.
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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.
PERFORMANCE 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.
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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).
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
PERFORMANCE 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.

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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the 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.
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PERFORMANCE 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.

Hannibal's War

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.
PERFORMANCE 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.
PERFORMANCE 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).
PERFORMANCE 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).
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
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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.
PERFORMANCE 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.
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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.
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DOMAIN **Reading Foundational Skills**

CONTENT STANDARD		Fluency
PERFORMANCE 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.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to 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.
PERFORMANCE 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)
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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.
PERFORMANCE 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)
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DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
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LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
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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.
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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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.

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.
PERFORMANCE 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.
PERFORMANCE 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).
PERFORMANCE 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).
PERFORMANCE 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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
PERFORMANCE 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 STANDARD		Fluency
PERFORMANCE 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA R.3.1 Develop and answer questions to | 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)
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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.
PERFORMANCE 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)
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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.
PERFORMANCE 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)
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DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
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LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
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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.
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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.
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PERFORMANCE 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.
PERFORMANCE 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 **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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA L.3.5 **Demonstrate contextually appropriate use of the 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure

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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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 STANDARD		Fluency
PERFORMANCE 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA R.3.1 Develop and answer questions to | 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
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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.
PERFORMANCE 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).
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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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the 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.
PERFORMANCE 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.

Magnets

**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.
PERFORMANCE 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.
PERFORMANCE 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).
PERFORMANCE 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).
PERFORMANCE 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.
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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.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
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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
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PERFORMANCE STANDARD / LEARNING PRIORITY	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
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DESCRIPTOR / FOCUS AREA R.3.1 Develop and answer questions to | 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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
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DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
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DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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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.)
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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.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
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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.
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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).
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
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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.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Presentation of Knowledge and Ideas
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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.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
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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.
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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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE STANDARD / 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.	Identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them).
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the 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.
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LEARNING CONTINUUM	L.3.5.c.	Subject-verb agreement.
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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.
PERFORMANCE 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.

Mayflower, 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.
PERFORMANCE 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.
PERFORMANCE 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.
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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.
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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).
PERFORMANCE 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.
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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.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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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).
PERFORMANCE 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.
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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).
PERFORMANCE 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.
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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.
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DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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		Fluency
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PERFORMANCE STANDARD / LEARNING PRIORITY	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA R.3.1 Develop and answer questions to | 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.
PERFORMANCE 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.
PERFORMANCE 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)

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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.)

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.
PERFORMANCE STANDARD / 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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		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.
PERFORMANCE 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.
PERFORMANCE STANDARD / 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.

LEARNING CONTINUUM	L.3.5.c.	Subject-verb agreement.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
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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:
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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.
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LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
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LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.
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LEARNING CONTINUUM	L.3.6.g.	Use learned syllable patterns and reference materials to solve and write unknown words.
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My Friend, 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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
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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.
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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).
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PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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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).**

PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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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.**

PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
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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.**

PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
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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.**

PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
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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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.)
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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.
PERFORMANCE 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).
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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).
PERFORMANCE 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).
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE STANDARD / 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.
PERFORMANCE 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 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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
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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.
PERFORMANCE 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.)
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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.
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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.
PERFORMANCE 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.
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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.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the 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.
PERFORMANCE 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 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.
PERFORMANCE 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.

DOMAIN Anchor Standards for Writing

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.
PERFORMANCE STANDARD / 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.
PERFORMANCE 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 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
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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.
PERFORMANCE 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.)

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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
PERFORMANCE 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 House, 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).
PERFORMANCE 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).
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE STANDARD / 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.
PERFORMANCE 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 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the 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.
PERFORMANCE 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.

Nile River, Yangtze River

**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.
PERFORMANCE 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.
PERFORMANCE 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.
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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.
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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).
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
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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.
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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.
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DOMAIN **Reading Foundational Skills**

CONTENT STANDARD		Phonics and Word Recognition
PERFORMANC E STANDARD / LEARNING PRIORITY	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.
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DESCRIPTOR / FOCUS AREA	RF.3.3.b.	Decode words with common Latin suffixes.
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DESCRIPTOR / FOCUS AREA	RF.3.3.g.	Know when to double the final consonant when adding a suffix.
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DOMAIN **Reading Foundational Skills**

CONTENT STANDARD		Fluency
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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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
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PERFORMANCE 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.
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 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.
PERFORMANCE 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.
PERFORMANCE 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).
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PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
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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
PERFORMANCE STANDARD / LEARNING PRIORITY	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
PERFORMANCE 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA R.3.1 Develop and answer questions to | 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.
PERFORMANCE 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.
PERFORMANCE 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 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.
PERFORMANCE 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.
PERFORMANCE 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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Presentation of Knowledge and Ideas
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
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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.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
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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.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
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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.
PERFORMANCE 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.
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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.
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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).
PERFORMANCE 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.
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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.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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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).
PERFORMANCE 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.
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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).
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PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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		Fluency
PERFORMANCE 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA R.3.1 Develop and answer questions to | 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.
PERFORMANCE 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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
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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)

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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
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DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
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DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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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.
PERFORMANCE STANDARD / 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
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PERFORMANCE 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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
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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.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
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DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the 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:
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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 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).
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PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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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.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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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).
PERFORMANCE 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.
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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.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE STANDARD / 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.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
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DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
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DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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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.
PERFORMANCE 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.
PERFORMANCE 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.

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.
PERFORMANCE 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.

Roman Colosseum

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.
PERFORMANCE 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.
PERFORMANCE 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.

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).
PERFORMANCE 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.
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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.
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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.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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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.
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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.
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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.
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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.
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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.
PERFORMANCE 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.
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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.
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DOMAIN **Reading Foundational Skills**

CONTENT STANDARD		Fluency
PERFORMANCE 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.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
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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)
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
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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)

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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
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DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
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DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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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.
PERFORMANCE 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.
PERFORMANCE 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 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.
PERFORMANCE 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.
PERFORMANCE 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.

Roman Hoplite, American Quarter Horse

**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.
PERFORMANCE 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.
PERFORMANCE 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).
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PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
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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
PERFORMANCE 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA R.3.1 Develop and answer questions to | 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.
PERFORMANCE 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.
PERFORMANCE 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)
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DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
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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.
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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).
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
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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.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Presentation of Knowledge and Ideas
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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.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
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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.
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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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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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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.
PERFORMANCE 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).
PERFORMANCE 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).
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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		Fluency
PERFORMANCE 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.

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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.)
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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.
PERFORMANCE 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).
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.

Rooster, 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).
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PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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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.
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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.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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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).
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PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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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.
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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.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
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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.
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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.
PERFORMANCE STANDARD / 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.

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.
PERFORMANCE 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.

The Fox and the Crow, 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.
PERFORMANCE 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.
PERFORMANCE 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.
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 STANDARD / 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.
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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.
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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.
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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.
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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.
PERFORMANCE 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.
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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.
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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.
PERFORMANCE 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.
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DOMAIN **Reading Foundational Skills**

CONTENT STANDARD		Fluency
PERFORMANCE 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.
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DESCRIPTOR / FOCUS AREA	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to 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.
PERFORMANCE 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)
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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.
PERFORMANCE 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)
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DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
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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.
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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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
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PERFORMANCE 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the 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
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.
PERFORMANCE STANDARD / 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).
PERFORMANCE STANDARD / 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).
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE STANDARD / 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.
PERFORMANCE 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.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to Locate relevant and specific details in a text to support an answer or inference. (RI&RL)
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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)
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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.
PERFORMANCE 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)
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
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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.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
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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.
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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.
PERFORMANCE 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.)
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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.
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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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
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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.
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PERFORMANCE 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.

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.
PERFORMANCE 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.
PERFORMANCE 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.

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.
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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).
PERFORMANCE STANDARD / 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.
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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).
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
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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
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PERFORMANCE STANDARD / LEARNING PRIORITY	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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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
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PERFORMANCE STANDARD / LEARNING PRIORITY	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
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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.
PERFORMANCE 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).
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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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
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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.
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LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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LEARNING CONTINUUM	L.3.2.b.	Determine the meaning of new words when a suffix or prefix is added.
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The Theft of Thor's Hammer, Part 2

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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
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DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
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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).
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PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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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).
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PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
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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**

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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.)
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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.
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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.
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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.
PERFORMANCE 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.
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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.
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PERFORMANCE 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.
PERFORMANCE 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.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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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).
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
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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.
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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.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
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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.
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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.
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DOMAIN **Reading Foundational Skills**

CONTENT STANDARD		Phonics and Word Recognition
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PERFORMANCE STANDARD / LEARNING PRIORITY	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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DESCRIPTOR / FOCUS AREA	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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DESCRIPTOR / FOCUS AREA	RF.3.3.b.	Decode words with common Latin suffixes.
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DESCRIPTOR / FOCUS AREA	RF.3.3.g.	Know when to double the final consonant when adding a suffix.
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DOMAIN **Reading Foundational Skills**

CONTENT STANDARD		Fluency
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PERFORMANCE STANDARD / LEARNING PRIORITY	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA R.3.1 Develop and answer questions to | 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.
PERFORMANCE 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.
PERFORMANCE 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**

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).
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
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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.
PERFORMANCE 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.
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LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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LEARNING CONTINUUM	L.3.2.b.	Determine the meaning of new words when a suffix or prefix is added.
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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.
PERFORMANCE 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.

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.
PERFORMANCE 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.
PERFORMANCE 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.
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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.
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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).
PERFORMANCE 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.
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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.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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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).
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
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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.
PERFORMANCE 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.
PERFORMANCE 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		Fluency
PERFORMANCE 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.

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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
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DESCRIPTOR / FOCUS AREA R.3.1 Develop and answer questions to | 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.**

PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
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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.**

PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
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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.**

PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
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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.
PERFORMANCE 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.
PERFORMANCE 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.)

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.
PERFORMANCE 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.
PERFORMANCE 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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Presentation of Knowledge and Ideas
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
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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.
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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.
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PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
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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.
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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).
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PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:
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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.
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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).
PERFORMANCE 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.
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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.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE STANDARD / 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.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		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.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
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LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
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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.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
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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.
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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.
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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.
PERFORMANCE 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.)
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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.
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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.
PERFORMANCE 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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the 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.
PERFORMANCE 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.

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.
PERFORMANCE 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.
PERFORMANCE 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).
PERFORMANCE 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**

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)
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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.
PERFORMANCE 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)
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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.
PERFORMANCE 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)
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DESCRIPTOR / FOCUS AREA	R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
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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)
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.3.2	Write text in a variety of modes:
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LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.3.3	Create writing that utilizes:
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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.
PERFORMANCE 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.)

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.
PERFORMANCE STANDARD / 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.
PERFORMANCE 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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.
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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.
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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.
PERFORMANCE 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.
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LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the 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:
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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).
PERFORMANCE 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).
PERFORMANCE 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.
PERFORMANCE 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.
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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.
PERFORMANCE STANDARD / 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.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		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.
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DOMAIN **Reading Foundational Skills**

CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	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.
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DESCRIPTOR / FOCUS AREA	RF.3.3.b.	Decode words with common Latin suffixes.
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DESCRIPTOR / FOCUS AREA	RF.3.3.g.	Know when to double the final consonant when adding a suffix.
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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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
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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.
PERFORMANCE 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.b.	Determine the meaning of new words when a suffix or prefix is added.
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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.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.3.5	Demonstrate contextually appropriate use of the 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.
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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.
PERFORMANCE 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.
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LEARNING CONTINUUM	L.3.6.e.	Use conventional spelling for high frequency words.
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LEARNING CONTINUUM	L.3.6.f.	Use conventional spelling for adding suffixes to basic words.
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LEARNING
CONTINUUM

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