

Adventures in Writing

Benjamin Franklin's Lightning Rod

Wyoming Content and Performance Standards
Language Arts
 Grade 3 - Adopted: 2012

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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GRADE LEVEL EXAMPLE	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

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

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

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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EXPECTATION	L.3.1(h)	Use coordinating and subordinating conjunctions.
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CONTENT STANDARD **WY.L.3. Language Standards**

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

BENCHMARK		Knowledge of Language
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GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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CONTENT STANDARD **WY.L.3. Language Standards**

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

Dolphins

**Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012**

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXAMPLE	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXAMPLE	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

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

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

CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

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

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

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

GRADE LEVEL EXAMPLE W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD WY.SL.3. Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION SL.3.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION SL.3.1(b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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

CONTENT STANDARD WY.SL.3. Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD WY.SL.3. Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

GRADE LEVEL EXAMPLE SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD WY.L.3. Language Standards

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION L.3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

EXPECTATION L.3.1(d) Form and use regular and irregular verbs.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD **WY.L.3. Language Standards**

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

Language Arts
Grade 3 - Adopted: 2012

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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GRADE LEVEL EXAMPLE	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

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

BENCHMARK		Fluency
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GRADE LEVEL EXAMPLE	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

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

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

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION SL.3.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION SL.3.1(b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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CONTENT STANDARD **WY.L.3. Language Standards**

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

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GRADE LEVEL EXAMPLE	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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BENCHMARK		Knowledge of Language
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GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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Hannibal's War

**Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012**

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

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GRADE LEVEL EXAMPLE	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

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

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
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CONTENT STANDARD **WY.W.3. Writing Standards**

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GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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GRADE LEVEL EXAMPLE	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION L.3.2(a) Capitalize appropriate words in titles.

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

EXPECTATION L.3.2(f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Knowledge of Language
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GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION L.3.3(a) Choose words and phrases for effect.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD **WY.L.3. Language Standards**

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

John Muir

**Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012**

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT STANDARD	WY.RI.3.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT STANDARD	WY.RI.3.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXAMPLE	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
CONTENT STANDARD	WY.RI.3.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
CONTENT STANDARD	WY.RF.3.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.3.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
CONTENT STANDARD	WY.W.3.	Writing Standards

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	L.3.2(b)	Use commas in addresses.
EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Leif Eriksson

**Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012**

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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GRADE LEVEL EXAMPLE	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

BENCHMARK		Fluency
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GRADE LEVEL EXAMPLE	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

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

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

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION SL.3.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION SL.3.1(b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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CONTENT STANDARD **WY.L.3. Language Standards**

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

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

BENCHMARK		Knowledge of Language
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GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION L.3.3(a) Choose words and phrases for effect.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD **WY.L.3. Language Standards**

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

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Wyoming Content and Performance Standards

Language Arts

Grade 3 - Adopted: 2012

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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GRADE LEVEL EXAMPLE	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

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

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

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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GRADE LEVEL EXAMPLE	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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CONTENT STANDARD **WY.L.3. Language Standards**

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

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD **WY.L.3. Language Standards**

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

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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GRADE LEVEL EXAMPLE	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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GRADE LEVEL EXAMPLE	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

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

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STANDARD	WY.W.3. Writing Standards	
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	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.
CONTENT STANDARD	WY.W.3. Writing Standards	
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.3. Speaking and Listening Standards	
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD	WY.SL.3. Speaking and Listening Standards	
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.SL.3. Speaking and Listening Standards	
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.3.3(a) Choose words and phrases for effect.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

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

CONTENT STANDARD **WY.L.3. Language Standards**

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

Mayflower, Part 2

Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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GRADE LEVEL EXAMPLE	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.L.3. Language Standards**

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

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

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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My Friend, Part 1

**Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012**

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Knowledge of Language
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GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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My Friend, Part 2

**Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012**

CONTENT STANDARD **WY.W.3. Writing Standards**

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

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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GRADE LEVEL EXAMPLE	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.L.3. Language Standards**

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

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

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.3.3(a) Choose words and phrases for effect.

My House, Part 1

**Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012**

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

CONTENT STANDARD **WY.L.3. Language Standards**

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

My House, Part 2

Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012

CONTENT STANDARD **WY.W.3. Writing Standards**

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

EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
CONTENT STANDARD	WY.W.3. Writing Standards	
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
CONTENT STANDARD	WY.W.3. Writing Standards	
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.L.3. Language Standards	
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
CONTENT STANDARD	WY.L.3. Language Standards	
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CONTENT STANDARD	WY.L.3. Language Standards	
BENCHMARK		Knowledge of Language

GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION L.3.3(a) Choose words and phrases for effect.

Nile River, Yangtze River

**Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012**

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXAMPLE RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

GRADE LEVEL EXAMPLE RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

BENCHMARK		Phonics and Word Recognition
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GRADE LEVEL EXAMPLE	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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EXPECTATION RF.3.3(a) Identify and know the meaning of the most common prefixes and derivational suffixes.

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

CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION SL.3.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION SL.3.1(b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

GRADE LEVEL EXAMPLE SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

EXPECTATION L.3.4(b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

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

CONTENT STANDARD **WY.L.3. Language Standards**

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

Orchestra and Conductor

**Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012**

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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GRADE LEVEL EXAMPLE	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

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

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

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

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

CONTENT STANDARD **WY.L.3. Language Standards**

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

Roanoke, Part 1

**Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012**

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXAMPLE RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

GRADE LEVEL EXAMPLE RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

GRADE LEVEL EXAMPLE RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXAMPLE	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD	WY.SL.3. Speaking and Listening Standards	
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.SL.3. Speaking and Listening Standards	
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD	WY.L.3. Language Standards	
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
CONTENT STANDARD	WY.L.3. Language Standards	
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
CONTENT STANDARD	WY.L.3. Language Standards	
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.3. Language Standards	

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

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

CONTENT STANDARD **WY.L.3. Language Standards**

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

Roanoke, Part 2

**Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012**

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

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

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

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

GRADE LEVEL EXAMPLE W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

Roman Colosseum

**Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012**

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

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

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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GRADE LEVEL EXAMPLE	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Knowledge of Language
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GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

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

CONTENT STANDARD **WY.L.3. Language Standards**

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

Roman Hoplite, American Quarter Horse

**Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012**

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXAMPLE RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

GRADE LEVEL EXAMPLE RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

BENCHMARK		Fluency
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GRADE LEVEL EXAMPLE	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION RF.3.4(a) Read on-level text with purpose and understanding.

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

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION SL.3.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION SL.3.1(b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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CONTENT STANDARD **WY.L.3. Language Standards**

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

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Rooster, Part 1

Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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GRADE LEVEL EXAMPLE	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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GRADE LEVEL EXAMPLE	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

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

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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CONTENT STANDARD **WY.L.3. Language Standards**

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

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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CONTENT STANDARD **WY.L.3. Language Standards**

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

Rooster, Part 2

Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
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EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.3.3(a) Choose words and phrases for effect.

The Fox and the Crow, Part 1

Wyoming Content and Performance Standards

Language Arts

Grade 3 - Adopted: 2012

CONTENT STANDARD WY.RL.3. Reading Standards for Literature

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXAMPLE	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
GRADE LEVEL EXAMPLE	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CONTENT STANDARD WY.RL.3. Reading Standards for Literature

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
GRADE LEVEL EXAMPLE	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.

CONTENT STANDARD WY.RL.3. Reading Standards for Literature

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RL.3.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CONTENT STANDARD WY.RL.3. Reading Standards for Literature

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

CONTENT STANDARD WY.RF.3. Reading Standards: Foundational Skills

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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EXPECTATION	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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CONTENT STANDARD **WY.L.3. Language Standards**

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

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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The Fox and the Crow, Part 2

CONTENT STANDARD **WY.RL.3. Reading Standards for Literature**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXAMPLE	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CONTENT STANDARD **WY.W.3. Writing Standards**

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

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.3.2(a) Capitalize appropriate words in titles.

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

EXPECTATION L.3.2(f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.3.3(a) Choose words and phrases for effect.

The Theft of Thor's Hammer, Part 1

Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012

CONTENT STANDARD **WY.RL.3. Reading Standards for Literature**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

GRADE LEVEL EXAMPLE RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

GRADE LEVEL EXAMPLE RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CONTENT STANDARD **WY.RL.3. Reading Standards for Literature**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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GRADE LEVEL EXAMPLE	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
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CONTENT STANDARD **WY.RL.3. Reading Standards for Literature**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	RL.3.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
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CONTENT STANDARD **WY.RL.3. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
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CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

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

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

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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EXPECTATION	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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The Theft of Thor's Hammer, Part 2

Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012

CONTENT STANDARD **WY.RL.3. Reading Standards for Literature**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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GRADE LEVEL EXAMPLE	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
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CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXAMPLE	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
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EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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EXPECTATION	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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GRADE LEVEL EXAMPLE	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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CONTENT STANDARD **WY.L.3. Language Standards**

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

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

BENCHMARK		Knowledge of Language
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GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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Tornadoes

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXAMPLE RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

GRADE LEVEL EXAMPLE RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

BENCHMARK		Phonics and Word Recognition
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GRADE LEVEL EXAMPLE	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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EXPECTATION RF.3.3(a) Identify and know the meaning of the most common prefixes and derivational suffixes.

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

CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

BENCHMARK		Fluency
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GRADE LEVEL EXAMPLE	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION RF.3.4(a) Read on-level text with purpose and understanding.

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

CONTENT STANDARD **WY.W.3. Writing Standards**

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

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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CONTENT STANDARD **WY.L.3. Language Standards**

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

BENCHMARK		Knowledge of Language
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GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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CONTENT STANDARD **WY.L.3. Language Standards**

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

Treasure Map, Part 1

**Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012**

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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GRADE LEVEL EXAMPLE	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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GRADE LEVEL EXAMPLE	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

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

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.3.3(a) Choose words and phrases for effect.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CONTENT STANDARD	WY.L.3. Language Standards	
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Treasure Map, Part 2

Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012

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

CONTENT STANDARD	WY.W.3. Writing Standards	
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD	WY.W.3. Writing Standards	
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	WY.L.3. Language Standards	
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXAMPLE	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION L.3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

EXPECTATION L.3.1(d) Form and use regular and irregular verbs.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION L.3.2(a) Capitalize appropriate words in titles.

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

EXPECTATION L.3.2(f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Knowledge of Language
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GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION L.3.3(a) Choose words and phrases for effect.

William Penn, Part 1

**Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012**

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXAMPLE	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
GRADE LEVEL EXAMPLE	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.

CONTENT STANDARD **WY.RI.3. Reading Standards for Informational Text**

BENCHMARK **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXAMPLE	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

BENCHMARK **Fluency**

GRADE LEVEL EXAMPLE	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK **Production and Distribution of Writing**

GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK **Research to Build and Present Knowledge**

GRADE LEVEL EXAMPLE	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK **Range of Writing**

GRADE LEVEL EXAMPLE	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD **WY.SL.3. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXAMPLE	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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CONTENT STANDARD **WY.L.3. Language Standards**

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

William Penn, Part 2

Wyoming Content and Performance Standards
Language Arts
Grade 3 - Adopted: 2012

CONTENT STANDARD **WY.RF.3. Reading Standards: Foundational Skills**

BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXAMPLE	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
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EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.
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CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

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

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

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

GRADE LEVEL EXAMPLE W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CONTENT STANDARD **WY.W.3. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION L.3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

EXPECTATION L.3.1(d) Form and use regular and irregular verbs.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION L.3.2(a) Capitalize appropriate words in titles.

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

EXPECTATION L.3.2(f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.3.3(a) Choose words and phrases for effect.

CONTENT STANDARD **WY.L.3. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.3.4(b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).