Main Criteria: Adventures in Writing

Secondary Criteria: Wyoming Content and Performance Standards

Subject: Language Arts Grade: 3

### **Adventures in Writing**

Benjamin Franklin's Lightning Rod

### Wyoming Content and Performance Standards Language Arts

Grade 3 - Adopted: 2012

		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
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	WY.RF.3.	Reading Standards: Foundational Skills

## **STANDARD**

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

·	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
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(h)	Use coordinating and subordinating conjunctions.
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).
		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

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

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 ST ANDARD	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	WY.L.3.	Language Standards
STANDARD		

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 ST ANDARD	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 ST ANDARD	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
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	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 ST ANDARD	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 ST ANDARD	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 ST ANDARD	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.
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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 ST ANDARD	WY.L.3.	Language Standards
BENCHMARK		Conventions of Standard English
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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).
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).
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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
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

STANDARD	WI.KI.S.	Reading Standards for informational rest
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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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	1	Text Types and Purposes
GRADE LEVEL EXAMPLE	W.3.2.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL	<b>W.3.2</b> . W.3.2(a)	
GRADE LEVEL EXAMPLE		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXAMPLE  EXPECTATION	W.3.2(a) W.3.2(b)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
GRADE LEVEL EXAMPLE  EXPECTATION  EXPECTATION  CONTENT	W.3.2(a) W.3.2(b)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.
EXPECTATION  EXPECTATION  CONTENT STANDARD	W.3.2(a) W.3.2(b)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.  Writing Standards
GRADE LEVEL EXAMPLE  EXPECTATION  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL	W.3.2(a) W.3.2(b) WY.W.3.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.  Writing Standards  Production and Distribution of Writing  With guidance and support from adults, produce writing in which the development and organization are appropriate to
GRADE LEVEL EXAMPLE  EXPECTATION  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE  GRADE LEVEL	W.3.2(a) W.3.2(b) WY.W.3.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.  Writing Standards  Production and Distribution of Writing  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.)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
GRADE LEVEL EXAMPLE  EXPECTATION  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE  GRADE LEVEL EXAMPLE  GRADE LEVEL EXAMPLE	W.3.2(a) W.3.2(b) WY.W.3. W.3.4. W.3.5.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.  Writing Standards  Production and Distribution of Writing  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.)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as
GRADE LEVEL EXAMPLE  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE  GRADE LEVEL EXAMPLE  GRADE LEVEL EXAMPLE  CONTENT	W.3.2(a) W.3.2(b) WY.W.3. W.3.4. W.3.5.	Writing Standards  Production and Distribution of Writing  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  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.

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 ST ANDARD	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		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 ST ANDARD	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 ST ANDARD	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).

Wyoming Content and Performance Standards
Language Arts

Grade 3 - Adopted: 2012

CONTENT STANDARD

WY.RI.3. Reading Standards for Informational Text

BENCHMARK
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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	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.
	<b>RF.3.4</b> .	Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.
EXAMPLE		
EXAMPLE EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXAMPLE  EXPECTATION  EXPECTATION  CONTENT	RF.3.4(a)	Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION  EXPECTATION  CONTENT STANDARD	RF.3.4(a)	Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards
EXAMPLE  EXPECTATION  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL	RF.3.4(a) RF.3.4(c) WY.W.3.	Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes
EXAMPLE  EXPECTATION  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE	RF.3.4(a) RF.3.4(c) WY.W.3.	Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXAMPLE  EXPECTATION  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION	RF.3.4(a) RF.3.4(c) WY.W.3. W.3.2.	Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

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 ST ANDARD	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 ST ANDARD	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 ST ANDARD	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).

CONT	ENT
STAND	ARD

### 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).

### Leif Eriksson

# Wyoming Content and Performance Standards Language Arts

		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 ST ANDARD	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 ST ANDARD	WY.RI.3.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity

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 ST ANDARD	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.
EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
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).
		Magnets
		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

# 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  RIS.7. Use information gained from illustrators (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  RIS.8. Describe the logical connection between porticular sentences and paragraphs in a text (e.g., comparison, cause/effect transecondribt in a sequence).  GRADE LEVEL  RIS.10. Py the end of the year, read and comprehend informational text.  GRADE LEVEL  RIS.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.  GRADE LEVEL  RIS.10. Fluency  GRADE LEVEL  RIS.41. Read with sufficient accuracy and fluency to support comprehension.  EXPECTATION RIS.44(a) Read with sufficient accuracy and fluency to support comprehension.  EXPECTATION RIS.44(b) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  CONTENT STANDARD  WY.W.3. Writing Standards  Text Types and Purposes  GRADE LEVEL  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 goup related information together, include illustrations when useful to aiding comprehension.  EXPECTATION W.3.2(b) Provide a concluding statement or section.  EXPECTATION W.3.2(c) Provide a concluding statement or section.  CONTENT WY.W.3. Writing Standards  GRADE LEVEL  W.3.4. With guidance and support from adules, use technology to produce and publish writing as needed by planning, revising, and editing.  GRADE LEVEL  W.3.5. With guidance and support from paties, use technology to produce and publish writing (using keyboarding skills) as well as to internet and collaborate with others.			
CONTENT STANDARD WY.RI.3. Reading Standards for Informational Text STANDARD BENCHMARK Range of Reading and Level of Text Complexity  READE LEVEL 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.  WY.RF.3. Reading Standards: Foundational Skills  BENCHMARK Fluency  GRADE LEVEL RF.3.4. Read with sufficient accuracy and fluency to support comprehension.  EXPECTATION RF.3.4(c) 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  Text Types and Purposes  GRADE LEVEL W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  EXPECTATION W.3.2(c) Introduce a topic and group related information together, include illustrators when useful to aiding comprehension.  EXPECTATION W.3.2(c) Develop the topic with facts, definitions, and details.  EXPECTATION W.3.2(d) Provide a concluding stalement or section.  CONTENT  WY.W.3. Writing Standards  ENCHMARK Production and Distribution of Writing  GRADE LEVEL W.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  GRADE LEVEL W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  GRADE LEVEL W.3.6. With guidance and support from peers and adults, develop and strengthen writing (using keyboarding skills) as well as to interact and collaborate with others.		RI.3.7.	
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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.
EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.

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
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 ST ANDARD	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).
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.
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
	WY.W.3.	Writing Standards Production and Distribution of Writing

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 ST ANDARD	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
GRADE LEVEL EXAMPLE	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate 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 ST ANDARD	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 ST ANDARD	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.
EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
CONTENT ST ANDARD	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(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CONTENT ST ANDARD	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 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
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 ST ANDARD	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
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
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

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).

# Wyoming Content and Performance Standards Language Arts

My Friend, Part 2

Grade 3 - Adopted: 2012

CONTENT	WY.W.3.	<b>Writing Standards</b>
STANDARD		

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.

 $\hbox{EXPECTATION} \qquad \hbox{W.3.2(a)} \qquad \hbox{Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. } \\$ 

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.
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
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
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
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.	
	L.3.1.		
EXAMPLE		Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular	
EXAMPLE EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
EXAMPLE  EXPECTATION  EXPECTATION  CONTENT	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  Form and use regular and irregular verbs.	
EXAMPLE  EXPECTATION  EXPECTATION  CONTENT STANDARD	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  Form and use regular and irregular verbs.  Language Standards	
EXAMPLE  EXPECTATION  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL	L.3.1(a)  L.3.1(d)  WY.L.3.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  Form and use regular and irregular verbs.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and	
EXAMPLE  EXPECTATION  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE	L.3.1(a)  L.3.1(d)  WY.L.3.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  Form and use regular and irregular verbs.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
EXAMPLE  EXPECTATION  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION	L.3.1(a)  L.3.1(d)  WY.L.3.  L.3.2.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  Form and use regular and irregular verbs.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,	
EXAMPLE  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION	L.3.1(a)  L.3.1(d)  WY.L.3.  L.3.2(a)  L.3.2(e)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  Form and use regular and irregular verbs.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending	

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.
		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
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 ST ANDARD	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		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.

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GRADE LEVEL SL.3.6.

clarification.

EXAMPLE

### WY.RF.3. Reading Standards: Foundational Skills

STANDARD		
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
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
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.

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

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

#### Orchestra and Conductor

# Wyoming Content and Performance Standards Language Arts

Grade 3 - Adopted: 2012

## CONTENT STANDARD

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
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		Production and Distribution of Writing
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 ST ANDARD	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 ST ANDARD	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).

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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
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
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	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison,

## GRADE LEVEL RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, **EXAMPLE** cause/effect, first/second/third in a sequence). GRADE LEVEL RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic. EXAMPLE

#### CONTENT STANDARD

BENCHMARK	Range of Reading and	evel 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
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
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		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.
EXAMPLE		and sort evidence into provided categories.
EXAMPLE  CONTENT STANDARD		and sort evidence into provided categories.  Writing Standards
CONTENT STANDARD BENCHMARK	<b>WY.W.3.</b> W.3.10.	and sort evidence into provided categories.  Writing Standards  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE  CONTENT	<b>WY.W.3.</b> W.3.10.	and sort evidence into provided categories.  Writing Standards  Range of Writing  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  BENCHMARK  GRADE LEVEL EXAMPLE  CONTENT STANDARD	<b>WY.W.3.</b> W.3.10.	and sort evidence into provided categories.  Writing Standards  Range of Writing  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.  Speaking and Listening Standards
CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE  CONTENT STANDARD  BENCHMARK  GRADE LEVEL	WY.W.3. W.3.10. WY.SL.3.	and sort evidence into provided categories.  Writing Standards  Range of Writing  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.  Speaking and Listening Standards  Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own

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
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
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	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as

# CONTENT WY.W.3. Writing Standards STANDARD

EXAMPLE

BENCHMARK		Range of Writing
GRADE LEVEL	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.

well as to interact and collaborate with others.

BENCHMARK  Conventions of Standard English  EXPECTATION  L3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  EXPECTATION  L3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  EXPECTATION  L3.1(d) Form and use regular and irregular verbs.  CONTENT STANDARD  WY.L.3. Language Standards  BENCHMARK  Conventions of Standard English  GRADE LEVEL L3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EXPECTATION  L3.2(a) Capitalize appropriate words in titles.  EXPECTATION  L3.2(b) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  EXPECTATION  L3.2(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  Knowledge of Language  GRADE LEVEL L3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  EXPECTATION  L3.3(a) Choose words and phrases for effect.	STANDARD	WI.L.3.	Language Standards
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  BENCHMARK Conventions of Standard English  GRADE LEVEL 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  Knowledge of Language  GRADE LEVEL L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	BENCHMARK		Conventions of Standard English
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 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  Knowledge of Language  GRADE LEVEL L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		L.3.1.	
CONTENT STANDARD  WY.L.3. Language Standards  BENCHMARK  Conventions of Standard English  GRADE LEVEL EXAMPLE  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.3.1(a)	
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  Knowledge of Language  GRADE LEVEL L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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.		WY.L.3.	Language Standards
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 L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	BENCHMARK		Conventions of Standard English
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  Knowledge of Language  GRADE LEVEL L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		L.3.2.	
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  Knowledge of Language  GRADE LEVEL L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
rules, meaningful word parts) in writing words.  CONTENT STANDARD  WY.L.3. Language Standards  Knowledge of Language  GRADE LEVEL L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	EXPECTATION	L.3.2(e)	
BENCHMARK Knowledge of Language  GRADE LEVEL L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. EXAMPLE	EXPECTATION	L.3.2(f)	
GRADE LEVEL L.3.3.  Use knowledge of language and its conventions when writing, speaking, reading, or listening.		WY.L.3.	Language Standards
EXAMPLE	BENCHMARK		Knowledge of Language
EXPECTATION L.3.3(a) Choose words and phrases for effect.		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	
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CONTENT

WY.L.3. Language Standards

#### WY.RI.3. Reading Standards for Informational Text

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

#### CONTENT STANDARD

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	
<b>STANDARD</b>	,

**BENCHMARK** 

Range of Writing

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).
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.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL	<b>W.3.2</b> . W.3.2(a)	
GRADE LEVEL EXAMPLE		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXAMPLE  EXPECTATION	W.3.2(a) W.3.2(b)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
GRADE LEVEL EXAMPLE  EXPECTATION  EXPECTATION  CONTENT	W.3.2(a) W.3.2(b)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.
EXPECTATION  EXPECTATION  CONTENT STANDARD	W.3.2(a) W.3.2(b)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.  Writing Standards
GRADE LEVEL EXAMPLE  EXPECTATION  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL	W.3.2(a) W.3.2(b) WY.W.3.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.  Writing Standards  Production and Distribution of Writing  With guidance and support from adults, produce writing in which the development and organization are appropriate to
GRADE LEVEL EXAMPLE  EXPECTATION  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE  GRADE LEVEL	W.3.2(a) W.3.2(b) WY.W.3.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.  Writing Standards  Production and Distribution of Writing  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.)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

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.3.6.	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(a)	Capitalize appropriate words in titles.
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	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

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

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CONTENT

STANDARD

WY.SL.3. Speaking and Listening Standards

STANDARD		
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		Production and Distribution of Writing
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
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.

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 ST ANDARD	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		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 ST ANDARD	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 ST ANDARD	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).

## Wyoming Content and Performance Standards Language Arts

Grade 3 - Adopted: 2012

CONTENT STANDARD

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.
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		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.

CONTENT
STANDARD

EXPECTATION

L.3.1(a)

sentences.

#### WY.W.3. Writing Standards

ST ANDARD	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.

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular

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
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.

EXPECTATION

EXPECTATION

W.3.2(b)

Develop the topic with facts, definitions, and details.

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

CONTENT
<b>STANDARD</b>

## 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

CONT	<b>ENT</b>
STAN	DARD

#### 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	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.
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.
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 ST ANDARD	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		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).

The Fox and the Crow, Part 2

#### CONTENT STANDARD

## WY.RL.3. Reading Standards for Literature

STANDARD		
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

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	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		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.3.3.	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		
LAFECIATION	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.
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 ST ANDARD	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)	
EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,
	, ,	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).  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks
EXPECTATION	SL.3.1(c)	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).  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION  EXPECTATION  CONTENT	SL.3.1(c)	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).  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  Explain their own ideas and understanding in light of the discussion.
EXPECTATION  EXPECTATION  CONTENT STANDARD	SL.3.1(c)	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).  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  Explain their own ideas and understanding in light of the discussion.  Speaking and Listening Standards
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EXPECTATION  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE  CONTENT	SL.3.1(c)  SL.3.1(d)  WY.SL.3.	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).  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  Explain their own ideas and understanding in light of the discussion.  Speaking and Listening Standards  Comprehension and Collaboration  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.

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).
		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
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.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.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	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  S1.2.6. Speak in complete sentences when appropriate to task and situation in order to provide requested clarification.  WY.L.3. Language Standards  BENCHMARK  Conventions of Standard English  GRADE LEVEL EXAMPLE  L3.1. Demonstrate command of the conventions of standard English grammar and usage where speaking.  EXPECTATION  L3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function sentences.  EXPECTATION  L3.1(d) Form and use regular and irregular verbs.  EXPECTATION  L3.1(d) Ensure subject-verb and pronoun-antecedent agreement.  WY.L.3. Language Standards  STANDARD  BENCHMARK  Conventions of Standard English  GRADE LEVEL EXAMPLE  EXPECTATION  L3.2(a) Capitalize appropriate words in titles.  EXPECTATION  L3.2(e) Use conventional spelling for high-frequency and other studied words and for adding sulfixes to basiting, smiled, cries, happiness).  EXPECTATION  L3.2(b) Use conventional spelling for high-frequency and other studied words and for adding sulfixes to basiting, smiled, cries, happiness).  EXPECTATION  L3.2(a) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable parties, meaningful word parts) in writing words.  CONTENT  STANDARD  BENCHMARK  Knowledge of Language  GRADE LEVEL  L3.3. Use knowledge of language and its conventions when writing, speaking, reading, or list EXAMPLE  EXPECTATION  L3.3(a) Choose words and phrases for effect.  CONTENT  STANDARD  BENCHMARK  Vocabulary Acquisition and Use  GRADE LEVEL  L3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases be presented to the provide and phrases be served.	
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rules, meaningful word parts) in writing words.  CONTENT STANDARD  WY.L.3. Language Standards  Knowledge of Language  GRADE LEVEL L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or list EXAMPLE  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 L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases by	base words (e.g.,
BENCHMARK  Knowledge of Language  GRADE LEVEL EXAMPLE  L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or list example  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 L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases by	patterns, ending
GRADE LEVEL EXAMPLE  L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or list example  EXPECTATION L.3.3(a) Choose words and phrases for effect.  CONTENT STANDARD  WY.L.3. Language Standards  Vocabulary Acquisition and Use  GRADE LEVEL L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases by	
EXPECTATION L.3.3(a) Choose words and phrases for effect.  CONTENT STANDARD  WY.L.3. Language Standards  Vocabulary Acquisition and Use  GRADE LEVEL L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases by	
CONTENT STANDARD  WY.L.3. Language Standards  BENCHMARK  Vocabulary Acquisition and Use  GRADE LEVEL L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases by	istening.
BENCHMARK Vocabulary Acquisition and Use  GRADE LEVEL L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases by	
GRADE LEVEL L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases by	
EXAMPLE 3 reading and content, choosing flexibly from a range of strategies.	based on grade
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).	g.,

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
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
RENCHMARK		Fluency

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.
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 remark 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 at 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 deta 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  CONTENT ST AND ARD	L.3.1(a)	
CONTENT	`,	sentences.
CONTENT ST AND ARD	WY.L.3.	Language Standards
CONTENT STANDARD BENCHMARK GRADE LEVEL	WY.L.3.	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE	WY.L.3.	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.
CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE	WY.L.3. L.3.2. L.3.2(a)	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.
CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION	WY.L.3. L.3.2(a) L.3.2(e)	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).  Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending
CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION  EXPECTATION  CONTENT	WY.L.3. L.3.2(a) L.3.2(e) L.3.2(f)	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).  Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

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).
		Treasure Map. Part 1

#### 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
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.
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

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		Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	RF.3.4(c)	
EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION  CONTENT ST ANDARD	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards
EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Production and Distribution of Writing  With guidance and support from adults, produce writing in which the development and organization are appropriate to
EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE  GRADE LEVEL	RF.3.4(c) WY.W.3. W.3.4.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Production and Distribution of Writing  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.)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE  GRADE LEVEL EXAMPLE  CONTENT	RF.3.4(c) WY.W.3. W.3.4.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Production and Distribution of Writing  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.)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE  GRADE LEVEL EXAMPLE  CONTENT STANDARD	RF.3.4(c) WY.W.3. W.3.4.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Production and Distribution of Writing  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.)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  Writing Standards

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.

BENCHMARK

GRADE LEVEL EXAMPLE

SL.3.1.

Comprehension and Collaboration

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 N 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	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	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.	
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.	
		William Penn, Part 1	
Wyoming Content and Performance Standards			
		Language Arts	

Grade 3 - Adopted: 2012

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## WY.RI.3. Reading Standards for Informational Text

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

## CONTENT STANDARD

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 ST ANDARD	WY.RI.3.	Reading Standards for Informational Text

BENCHMARK Integration of Knowledge and Ideas	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 ST ANDARD	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	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
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		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.

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## 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.
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).
		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.

CONTENT WY.W.3. Writing Standards STANDARD

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

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.
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	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade

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).

EXPECTATION

L.3.4(b)