

Dept. of Education and  
Early Development



# **ALASKA ENGLISH/LANGUAGE ARTS STANDARDS WITH LEARNING TARGETS GRADE 3**

Adapted with permission from the Kentucky Department of Education, Frankfort, Kentucky 40601.

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	3
<b>Standard</b>	RL.3.1 Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Ask and answer questions to understand text.	Based on the text, formulate questions to demonstrate the understanding of a text.  Refer explicitly to the text to answer questions.		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	3
<b>Standard</b>	RL.3.2
	Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recount stories, fables, folktales and myths from diverse cultures.	Determine the moral of a fable, lesson of a folktale, and central message of a myth.  Determine how the central message, lesson, or moral is conveyed through key details in the text.		

## Alaska English/Language Arts Standards

### Grade 3

<b>Anchor Standard</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	3
<b>Standard</b>	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 (e.g., creating or solving a problem).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Describe a character's feelings/emotions based on information found in the text.	Infer a character's feelings and/or emotions.		
Describe a character's traits/motivations.	Analyze a character's feelings and/or emotions.		
Retell the sequence of events using time order words.	Interpret how a character's traits, motivations, and feelings lead to actions.		
	Explain how a character's actions contribute to the sequence of events.		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	3
<b>Standard</b>	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify literal and nonliteral words and phrases in a text.	Determine the meaning of literal and nonliteral words and phrases as they are used in a text.		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	3
<b>Standard</b>	RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Refer to parts of stories, dramas, and poems when speaking or writing about text.  Use terms such as chapter, scene and stanza to describe how each part builds on earlier sections.			

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Assess how point of view or purpose shapes the content and style of a text.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	3
<b>Standard</b>	RL.3.6
	Distinguish their own point of view from that of the narrator or those of the characters.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize own point of view.  Identify the narrator's and characters' points of view.	Compare/contrast own point of view to the narrator's or the character's point of view.		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	3
<b>Standard</b>	RL.3.7
	Explain how specific aspects of 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).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify specific aspects of a text’s illustrations.  Recognize the mood of a story.	Explain how aspects of illustrations contribute to the words in a story, how text illustrations create the mood of a story and how text illustrations emphasize a character or the setting.		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	3
<b>Standard</b>	RL.3.8
	(Not applicable to literature)

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	3
<b>Standard</b>	RL.3.9
	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify theme, setting, and plot.	Compare and contrast the theme, setting, and plot in stories written by the same author about the same or similar characters.		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Read and comprehend a range of complex literary and informational texts independently and proficiently.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	3
<b>Standard</b>	RL.3.10
	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify/understand in literary text key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity.	Comprehend in literary text key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity.		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	3
<b>Standard</b>	RI.3.1 Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Ask and answer questions to understand text.	Formulate questions (based on the text) to demonstrate understanding.  Refer explicitly to the text to answer questions.		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	3
<b>Standard</b>	RI.3.2
	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Determine the main idea of a text.  Recount key details of a text.	Explain how the key details support the main idea of a text.		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	3
<b>Standard</b>	RI.3.3
	Describe the relationship or connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define and use terms pertaining to time, sequence, relationship, and cause and effect.  Identify relationships within text.	Describe the relationship that occurs in a text between historical events, scientific ideas or concepts and the steps from a procedure.  Describe the sequence of events using language that pertains to time, sequence, and cause/effect.		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	3
<b>Standard</b>	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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	3
<b>Standard</b>	RI.3.5
	Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Determine how readers use search tools such as keywords, sidebars, and hyperlinks.			
Use various text features to locate key facts or information in a text.			
Use search tools to locate key facts or information in a text.			

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Assess how point of view or purpose shapes the content and style of a text.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	3
<b>Standard</b>	RI.3.6
	Determine author's purpose; distinguish own point of view from that of the author of a text.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize own point of view.  Identify the author's point of view.	Compare/contrast own point of view to the author's point of view.		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	3
<b>Standard</b>	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).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
	<p>Demonstrate an understanding of text using information from illustrations, maps and photographs.</p> <p>Demonstrate an understanding of text using information from words that tell where, when, why and how key events occur.</p>		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	3
<b>Standard</b>	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).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define sentence.  Explain the purpose of a paragraph.  Identify structure(s) of paragraphs (e.g., comparison, cause/effect, first/second/third in a sequence).	Explain how sentences and paragraphs in text are logically connected.  Determine how a text is organized (e.g., comparison, cause/effect, first/second/third in a sequence).		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	3
<b>Standard</b>	RI.3.9
	Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the most important points in each text, the key details in each text, similarities of key details and differences in key details.	Distinguish between key details and important points.  Compare and contrast the most important points in two different texts on the same topic and key details in two different texts on the same topic.		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Read and comprehend a range of complex literary and informational texts independently and proficiently.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	3
<b>Standard</b>	RI.3.10
	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify/understand in an informational text key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity.	Comprehend independently in an informational text key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity.		

## Alaska English/Language Arts Standards

### Grade 3

<b>Anchor Standard</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Content</b>	Reading Standards: Foundational Skills
<b>Grade Level</b>	3
<b>Standard</b>	RF.3.3.a-d
	Know and apply grade-level phonics and word analysis skills in decoding words; <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes;</li> <li>b. Decode words with common Latin suffixes;</li> <li>c. Decode multisyllable words;</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Know and apply grade-level phonics and word analysis skills in decoding words.  Identify and know the meaning of the common prefixes and the meaning of the most common derivational suffixes.  Decode words with common Latin suffixes.  Identify syllables in words.	Apply grade-level phonics and word analysis skills in decoding words.  Recognize irregularly spelled words.	Read grade-appropriate irregularly spelled words.	

Read multiple syllable words. Recognize irregularly spelled words.			
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## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.
<b>Content</b>	Reading Standards: Foundational Skills
<b>Grade Level</b>	3
<b>Standard</b>	RF.3.4.a-c
	Read with sufficient accuracy and fluency to support comprehension; a. Read on-level text with purpose and understanding; b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; c. Use context to confirm.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the purpose and understanding of text.  Identify oral reading with accuracy, appropriate rate, and expression on successive readings.  Identify rereading, when necessary, as a strategy when confirming or self-correcting words in text.  Understand how context can help	To support comprehension, determine the purpose for reading on-level text, apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings, and confirm or self-correct word recognition and understanding by using context.	To support comprehension, read on-level text fluently and accurately and reread with fluency as necessary.  Read with accuracy, appropriate rate, and expression on successive readings.	

to confirm or self-correct word recognition.			
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## Alaska English/Language Arts Standards

### Grade 3

<b>Anchor Standard</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	<p>W.3.1.a-d</p> <p>Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can);</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons;</p> <p>b. Provide reasons that support the opinion;</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinions and reasons;</p> <p>d. Provide a concluding statement or section.</p>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Define point of view.</p> <p>Recognize the purpose of a concluding statement.</p> <p>Recognize linking words and phrases (e.g., <i>because, therefore, since, for example</i>) that connect opinions and reasons.</p>	<p>Select a topic or text for an opinion piece.</p> <p>Determine an opinion about the text or topic and reasons that support the opinion.</p> <p>Create an organizational structure for listing reasons for the opinion.</p> <p>Select appropriate linking words</p>		<p>Create an opinion piece on a topic or text which supports a point of view with reasons, introduces the topic or text, states an opinion, organizes ideas, provides reasons for the opinion, uses linking words to connect opinions and reasons, and provides a conclusion.</p>

	and phrases. Plan a concluding statement or section.		
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## Alaska English/Language Arts Standards

### Grade 3

<b>Anchor Standard</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	<p>W.3.2.a-d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly;</p> <p>a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension;</p> <p>b. Develop the topic with facts, definitions, details and explanations that support the focus;</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information;</p> <p>d. Provide a concluding statement or section that paraphrases the focus of the text.</p>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify topic, facts, definitions, details, linking words and phrases to connect ideas within categories of information and concluding statements or sections.	<p>Develop a topic that groups related information together.</p> <p>Develop a text that uses illustrations when useful to aiding comprehension.</p> <p>Develop a text that includes a topic with facts, definitions, and details, linking words and phrases to connect ideas within categories</p>		Write informative/explanatory text that include(s) a topic that groups related information together, illustrations when useful to aiding comprehension, a developed topic with facts, definitions and details, linking words and phrases to connect ideas within categories of information, and a concluding statement or section to examine a

	of information, and a concluding statement or section to examine a topic, convey ideas and convey information clearly.		topic, convey ideas and convey information clearly.
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## Alaska English/Language Arts Standards

### Grade 3

<b>Anchor Standard</b>	Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	W.3.3.a-c
	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology); <ul style="list-style-type: none"> <li>a. Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally;</li> <li>b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts and feelings to develop experiences and events showing the response of characters to situations or problems;</li> <li>c. Use transitional words and phrases to signal event sequences (e.g., later, soon after);</li> <li>d. Provide a sense of closure (e.g., how a problem was solved or how the event ended).</li> </ul>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define narrator and character.  Identify story elements, structure of a narrative, how writers establish a situation, and correct use of dialogue.  Explain how writers use dialogue	Establish a situation in writing.  Formulate appropriate dialogue between characters.  Develop characters through dialogue, actions, thoughts feelings, as well as responses to		Write a narrative that establishes a situation, introduces a narrator or character(s), uses dialogue & descriptions to reveal actions, thoughts, feelings, uses transitional words and phrases and includes a sense of closure.

<p>to develop a narrative and characters.</p> <p>Identify how transitional words and phrases are used to develop a sequence of events.</p> <p>Recognize closure in others' writing.</p>	<p>situations and events through dialogue, actions, thoughts and feelings.</p> <p>Use transitional words to organize narrative into logical sequence.</p> <p>Formulate logical conclusions.</p>		
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## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	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.)

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
	Analyze the reason for writing a piece to decide on task and purpose with guidance and support.  Determine suitable idea development strategies and organization, appropriate to task and purpose, with guidance and support.		Write a piece with idea development and organization appropriate to task and purpose, with support and guidance.

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	W.3.5
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
With guidance and support from peers and adults, students recognize how to plan, revise, edit, rewrite, and try a new approach.  Know how to edit for conventions of writing.	With guidance and support from peers and adults, students develop and strengthen writing by planning, revising, editing, rewriting, and trying a new approach.		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	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 and to locate information about topics.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
With guidance and support use basic computer skills (e.g. turn on computer, log on, common software, basic word processing tools), know how to use technology to produce writing and to interact with others and know how to use technology to edit and revise writing.	With guidance and support, select appropriate technology tools that fit the intended audience and purpose.	With guidance and support, perform keyboarding skills, use technology to develop, revise, edit, and publish writing, and use technology to interact and collaborate with others.	

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	W.3.7
	Conduct short research projects that build knowledge about a topic.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Conduct shared research using various sources and tools.	Examine information gathered during shared research.  Discriminate between relevant and irrelevant information.  Participate in short research projects to gain knowledge of a specific topic.		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize print and digital sources.  Gather information from print and digital sources.  Provide brief notes from sources.	Sort evidence from sources into provided categories.		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	W.3.9 (Begins in grade 4)

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	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 tasks, purposes, and audiences.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the various purposes for writing.  Identify and understand the various organizational structures related to different genres or purposes for writing.	Determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences.  Determine the appropriate organizational structure needed for specific audiences and purposes.	Write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences.	

## Alaska English/Language Arts Standards

### Grade 3

<b>Anchor Standard</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	<p>SL.3.1.a-d</p> <p>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;</p> <p>a. After learning a protocol (e.g., Socratic method), 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;</p> <p>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).;</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others;</p> <p>d. Explain their ideas and understanding in light of the discussion.</p>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify key ideas from reading texts, agreed-upon rules for discussion, and ways to listen effectively.	Relate information read to discussion topics.	Engage in a variety of discussions by sharing acquired and prior knowledge of grade 3 topics and texts.	
Know how to ask a question.	Evaluate implementation of discussion rules.	Listen actively to discussions and presentations.	
Identify key ideas presented	Formulate questions and responses based on comments		

<p>during discussion.</p>	<p>made by others during discussion.</p> <p>Explain the topic using personal ideas, opinions, and reasoning.</p>	<p>Follow agreed-upon rules for discussion.</p> <p>Ask questions to check understanding of discussion or presentation.</p> <p>Connect comments to the remarks of others.</p> <p>Express ideas clearly.</p>	
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## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Determine the main idea of an oral or media presentation including visual, quantitative and oral.  Determine supporting details of an oral or media presentation including visual, quantitative, and oral.			

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	SL.3.3
	Ask and answer questions about information from a speaker, offering appropriate elaboration or explanations and detail.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify where questioning is needed about what a speaker says.	Formulate appropriate questions about information from a speaker.	Ask detailed questions about information from a speaker.	
Identify appropriate elaboration and detail when answering questions about information from a speaker.	Formulate answers about information from a speaker, offering appropriate elaboration and detail.	Answer questions about information from a speaker, offering appropriate elaboration and detail.	

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify topic, facts, and descriptive details.  Identify and recall an experience.  Identify clearly pronounced and enunciated words and understandable pace.	Determine appropriate, supportive facts and relevant, descriptive details.	Speak clearly at an understandable pace while reporting on topic or text, telling a story or recounting an experience with appropriate facts and relevant, descriptive details.	

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	SL.3.5
	Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; use techniques that engage the listener (e.g., inflection, different voices); and add visual displays when appropriate to emphasize or enhance certain facts or details.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize “engaging” audio recordings.  Identify fluid reading and facts or details.	Emphasize/enhance facts by adding visual displays when appropriate.  Emphasize/enhance details by adding visual displays when appropriate.	Read stories or poems fluently for audio recordings.	Create audio recordings that demonstrate fluid reading.  Create visual displays.

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	SL.3.6
	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize complete sentences in writing and when spoken.  Identify the audience.  Recognize task and situation.	Differentiate when situation calls for speaking in complete sentences.  Interpret requested detail or clarification.  Formulate a response.	Speak in complete sentences when appropriate to task and situation.  Respond to answer questions or to clarify.	

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	<p>L.3.1.a-i</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;</p> <ul style="list-style-type: none"> <li>a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English;</li> <li>b. Form and use regular and irregular plural nouns;</li> <li>c. Use abstract nouns (e.g., <i>childhood</i>);</li> <li>d. Form and use regular and irregular verbs;</li> <li>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses;</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement;</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;</li> <li>h. Use coordinating and subordinating conjunctions;</li> <li>i. Produce simple, compound, and complex sentences.</li> </ul>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify abstract nouns.	Demonstrate command of the conventions of standard English grammar and usage when writing.	Demonstrate command of the conventions of standard English grammar and usage when speaking.	
Recognize verb tenses.			
Identify agreement of subject-verb and pronoun-antecedent.	Explain function of nouns, pronouns, verbs, adjectives, and adverbs in general and in	Form and use regular and irregular plural nouns.	

<p>Identify comparative and superlative adjectives and adverbs.</p> <p>Recognize coordinating and subordinating conjunctions.</p> <p>Recognize complex sentences.</p>	<p>particular sentences.</p> <p>Choose between comparative and superlative adjectives and adverbs.</p>	<p>Use abstract nouns.</p> <p>Form and use regular and irregular verb tenses.</p> <p>Form and use the simple verb tenses.</p> <p>Ensure subject-verb and pronoun-antecedent agreement.</p> <p>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>Use coordinating and subordinating conjunctions.</p> <p>Produce simple, compound and complex sentences.</p>	
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## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	L.3.2.a-g
	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;</p> <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles;</li> <li>b. Use commas in addresses;</li> <li>c. Use commas and quotation marks in dialogue;</li> <li>d. Form and use possessives;</li> <li>e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g. <i>sitting, smiled, cries, happiness</i>);</li> <li>f. Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words;</li> <li>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Apply correct capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.			

<p>Use commas in addresses.</p> <p>Use commas and quotation marks in dialogue.</p> <p>Form and use possessives.</p> <p>Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>			
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## Alaska English/Language Arts Standards

### Grade 3

<b>Anchor Standard</b>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	L.3.3.a-b
	Use knowledge of language and its conventions when writing, speaking, reading, or listening; a. Choose words and phrases for effect.*; b. Recognize and observe differences between the conventions of spoken and written standard English.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize the conventions of language for writing, speaking, reading, and listening.  Identify types of words and phrases that create effect.	Apply knowledge of language when writing, reading and listening.  Apply knowledge of language conventions when writing, reading, and listening.  Determine words and phrases that create effect.  Recognize and observe differences between the conventions of spoken and written standard English.	Use knowledge of language when speaking.  Use conventions of language when speaking.  Include words and phrases that create effect.	

## Alaska English/Language Arts Standards

### Grade 3

<b>Anchor Standard</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	L.3.4.a-d
	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; <ul style="list-style-type: none"> <li>a. Use a sentence-level context as a clue to the meaning of a word or phrase;</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>);</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>);</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize that context clues can help determine the meaning of unknown or multiple-meaning words.  Identify and define root words.  Identify and define affixes.	Determine the meaning of unknown and multiple-meaning words or phrases by examining a sentence to find clues, determining the meaning of a word when an affix is added (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i> ), and		

Find words in dictionaries and glossaries.	by identifying the common root (e.g., <i>company</i> , <i>companion</i> ).		
Use print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases.	Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.		

## Alaska English/Language Arts Standards

### Grade 3

<b>Anchor Standard</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	L.3.5.a-c
	5. Demonstrate understanding of word relationships and nuances in word meanings; a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ); b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty such as <i>knew, believed</i> ).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize difference between literal and non-literal meanings of words and phrases.  Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).	Distinguish the literal and non-literal meanings of words and phrases in context (e.g. <i>take steps</i> ).  Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g. <i>new, believed, suspected, heard, wondered</i> ).		

## Alaska English/Language Arts Standards Grade 3

<b>Anchor Standard</b>	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	3
<b>Standard</b>	L.3.6
	Acquire and accurately use 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).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Acquire grade appropriate conversational, general academic and domain-specific words and phrases including those that signal spatial relationships and temporal relationships.	Use accurately grade appropriate conversational, general academic and domain-specific words and phrases including those that signal spatial relationships and temporal relationships.		