

Animal Lives
Content Unit Report

Grades: 3

States: Idaho Content Standards

Alligators and Crocodiles - Teacher's Guide pages 14A-17A: Reading

Idaho Content Standards

Language Arts

Grade: 3 - Adopted 2007

STANDARD / COURSE	ID.1.	Reading Process: Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.2.	Acquire Concepts About Text
GLE / BIG IDEA	3.LA.1.2.2.	The student will be able to identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.
STANDARD / COURSE	ID.1.	Reading Process: Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.6.	Acquire Decoding Skills Using Context
GLE / BIG IDEA	3.LA.1.6.1.	The student will be able to use context clues to aid in decoding of new words. (698.01.e)
STANDARD / COURSE	ID.1.	Reading Process: Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.8.	Vocabulary and Concept Development
GLE / BIG IDEA	3.LA.1.8.3.	The student will be able to use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 3 content area text.
GLE / BIG IDEA	3.LA.1.8.4.	

		The student will be able to use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words. (698.05.a)
STANDARD / COURSE	ID.2.	Comprehension/Interpretation: Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from several sources to understand Grade 3 material. Students identify and discuss story elements from a variety of genre.
CONTENT KNOWLEDGE AND SKILLS / GOAL	2.1.	Acquire Strategies and Skills for Comprehending Text
GLE / BIG IDEA	3.LA.2.1.1.	The student will be able to tell the purpose for reading various kinds of text (e.g., textbooks, newspapers, instructional manuals, novels, essays).

Alligators and Crocodiles - Teacher's Guide pages 18A-19A: Writing

Idaho Content Standards

Language Arts

Grade: 3 - Adopted 2007

STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.1.	Acquire Prewriting Skills
GLE / BIG IDEA	3.LA.3.1.1.	The student will be able to generate ideas using prewriting strategies (e.g., graphic organizers).
GLE / BIG IDEA	3.LA.3.1.2.	The student will be able to generate the main idea.
GLE / BIG IDEA	3.LA.3.1.3.	The student will be able to plan writing using organizational strategies (e.g., graphic organizer, chart).
STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.2.	Acquire Skills for Writing a Draft

GLE / BIG IDEA	3.LA.3.2.1.	The student will be able to use ideas generated and organized in prewriting to write a draft that includes a main idea and details.
STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.3.	Acquire Skills for Revising a Draft
GLE / BIG IDEA	3.LA.3.3.1.	The student will be able to revise draft for meaning.
GLE / BIG IDEA	3.LA.3.3.2.	The student will be able to revise draft by adding details to enhance audience understanding.
GLE / BIG IDEA	3.LA.3.3.5.	The student will be able to use strategies to guide the revision process.
STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.4.	Acquire Skills for Editing a Draft
GLE / BIG IDEA	3.LA.3.4.1.	The student will be able to edit the draft using a simple editing checklist.
STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.5.	Acquire Skills to Publish Writing
GLE / BIG IDEA	3.LA.3.5.1.	The student will be able to publish and illustrate draft.
GLE / BIG IDEA	3.LA.3.5.2.	The student will be able to share writing with intended audience. (699.03.b)
STANDARD / COURSE	ID.4.	Writing Applications: Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students write responses that identify connections between their personal experience and a text.

CONTENT KNOWLEDGE AND SKILLS / GOAL	4.2.	Acquire Expository (Informational/Research) Writing Skills
GLE / BIG IDEA	3.LA.4.2.1.	The student will be able to write a friendly letter and correctly address the envelope.
GLE / BIG IDEA	3.LA.4.2.2.	The student will be able to write an expository paragraph that contains a main idea and supporting details. (699.02.b)
STANDARD / COURSE	ID.5.	Writing Components: Students use the conventions of written language appropriate to this grade level. Students write legibly in cursive. Students write complete declarative, imperative, interrogative, and exclamatory sentences.
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.4.	Acquire Skills for Using Conventions
GLE / BIG IDEA	3.LA.5.4.1.	The student will be able to Capitalize proper nouns, titles, and holidays. (699.02.a)

Dolphins and Porpoises - Teacher's Guide pages 20A-23A: Reading

Idaho Content Standards

Language Arts

Grade: 3 - Adopted 2007

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CONTENT KNOWLEDGE AND SKILLS / GOAL	1.2.	Acquire Concepts About Text
GLE / BIG IDEA	3.LA.1.2.2.	The student will be able to identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.
STANDARD / COURSE	ID.1.	Reading Process: Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.8.	Vocabulary and Concept Development
GLE / BIG IDEA	3.LA.1.8.3.	The student will be able to use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 3 content area text.

GLE / BIG IDEA	3.LA.1.8.4.	The student will be able to use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words. (698.05.a)
STANDARD / COURSE	ID.2.	Comprehension/Interpretation: Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from several sources to understand Grade 3 material. Students identify and discuss story elements from a variety of genre.
CONTENT KNOWLEDGE AND SKILLS / GOAL	2.1.	Acquire Strategies and Skills for Comprehending Text
GLE / BIG IDEA	3.LA.2.1.1.	The student will be able to tell the purpose for reading various kinds of text (e.g., textbooks, newspapers, instructional manuals, novels, essays).

Dolphins and Porpoises - Teacher's Guide pages 24A-25A: Writing

Idaho Content Standards

Language Arts

Grade: **3** - Adopted **2007**

STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.1.	Acquire Prewriting Skills
GLE / BIG IDEA	3.LA.3.1.1.	The student will be able to generate ideas using prewriting strategies (e.g., graphic organizers).
STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.2.	Acquire Skills for Writing a Draft
GLE / BIG IDEA	3.LA.3.2.1.	The student will be able to use ideas generated and organized in prewriting to write a draft that includes a main idea and details.
STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and

		audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.3.	Acquire Skills for Revising a Draft
GLE / BIG IDEA	3.LA.3.3.1.	The student will be able to revise draft for meaning.
GLE / BIG IDEA	3.LA.3.3.2.	The student will be able to revise draft by adding details to enhance audience understanding.
GLE / BIG IDEA	3.LA.3.3.5.	The student will be able to use strategies to guide the revision process.
STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.4.	Acquire Skills for Editing a Draft
GLE / BIG IDEA	3.LA.3.4.1.	The student will be able to edit the draft using a simple editing checklist.
STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.5.	Acquire Skills to Publish Writing
GLE / BIG IDEA	3.LA.3.5.1.	The student will be able to publish and illustrate draft.
STANDARD / COURSE	ID.4.	Writing Applications: Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students write responses that identify connections between their personal experience and a text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.2.	Acquire Expository (Informational/Research) Writing Skills
GLE / BIG IDEA	3.LA.4.2.2.	The student will be able to write an expository paragraph that contains a main idea and supporting details. (699.02.b)

Idaho Content Standards**Language Arts**Grade: **3** - Adopted **2007**

STANDARD / COURSE	ID.1.	Reading Process: Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.2.	Acquire Concepts About Text
GLE / BIG IDEA	3.LA.1.2.2.	The student will be able to identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.
STANDARD / COURSE	ID.1.	Reading Process: Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.8.	Vocabulary and Concept Development
GLE / BIG IDEA	3.LA.1.8.3.	The student will be able to use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 3 content area text.
STANDARD / COURSE	ID.2.	Comprehension/Interpretation: Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from several sources to understand Grade 3 material. Students identify and discuss story elements from a variety of genre.
CONTENT KNOWLEDGE AND SKILLS / GOAL	2.1.	Acquire Strategies and Skills for Comprehending Text
GLE / BIG IDEA	3.LA.2.1.1.	The student will be able to tell the purpose for reading various kinds of text (e.g., textbooks, newspapers, instructional manuals, novels, essays).
STANDARD / COURSE	ID.2.	Comprehension/Interpretation: Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from several sources to understand Grade

		3 material. Students identify and discuss story elements from a variety of genre.
CONTENT KNOWLEDGE AND SKILLS / GOAL	2.2.	Acquire Skills to Comprehend Expository Text
GLE / BIG IDEA	3.LA.2.2.1.	The student will be able to identify cause-effect, compare-contrast, and descriptions that support comprehension.

Penguins - Teacher's Guide pages 30A-31A: Writing

Idaho Content Standards

Language Arts

Grade: 3 - Adopted 2007

STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.1.	Acquire Prewriting Skills
GLE / BIG IDEA	3.LA.3.1.1.	The student will be able to generate ideas using prewriting strategies (e.g., graphic organizers).
GLE / BIG IDEA	3.LA.3.1.3.	The student will be able to plan writing using organizational strategies (e.g., graphic organizer, chart).
STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.2.	Acquire Skills for Writing a Draft
GLE / BIG IDEA	3.LA.3.2.1.	The student will be able to use ideas generated and organized in prewriting to write a draft that includes a main idea and details.
STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.

CONTENT KNOWLEDGE AND SKILLS / GOAL	3.3.	Acquire Skills for Revising a Draft
GLE / BIG IDEA	3.LA.3.3.1.	The student will be able to revise draft for meaning.
GLE / BIG IDEA	3.LA.3.3.2.	The student will be able to revise draft by adding details to enhance audience understanding.
GLE / BIG IDEA	3.LA.3.3.5.	The student will be able to use strategies to guide the revision process.
STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.4.	Acquire Skills for Editing a Draft
GLE / BIG IDEA	3.LA.3.4.1.	The student will be able to edit the draft using a simple editing checklist.
STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.5.	Acquire Skills to Publish Writing
GLE / BIG IDEA	3.LA.3.5.1.	The student will be able to publish and illustrate draft.
STANDARD / COURSE	ID.4.	Writing Applications: Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students write responses that identify connections between their personal experience and a text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.2.	Acquire Expository (Informational/Research) Writing Skills
GLE / BIG IDEA	3.LA.4.2.2.	The student will be able to write an expository paragraph that contains a main idea and supporting details. (699.02.b)

STANDARD / COURSE	ID.1.	Reading Process: Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.2.	Acquire Concepts About Text
GLE / BIG IDEA	3.LA.1.2.2.	The student will be able to identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.
STANDARD / COURSE	ID.1.	Reading Process: Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.8.	Vocabulary and Concept Development
GLE / BIG IDEA	3.LA.1.8.3.	The student will be able to use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 3 content area text.
STANDARD / COURSE	ID.2.	Comprehension/Interpretation: Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from several sources to understand Grade 3 material. Students identify and discuss story elements from a variety of genre.
CONTENT KNOWLEDGE AND SKILLS / GOAL	2.1.	Acquire Strategies and Skills for Comprehending Text
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CONTENT KNOWLEDGE AND SKILLS / GOAL	2.2.	Acquire Skills to Comprehend Expository Text
GLE / BIG IDEA	3.LA.2.2.3.	The student will be able to identify facts and relevant

details to sequence important information from expository text into a logical order to retell facts. (698.01.p)

Sharks - Teacher's Guide pages 36A-37A: Writing

Idaho Content Standards

Language Arts

Grade: 3 - Adopted 2007

STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.1.	Acquire Prewriting Skills
GLE / BIG IDEA	3.LA.3.1.1.	The student will be able to generate ideas using prewriting strategies (e.g., graphic organizers).
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CONTENT KNOWLEDGE AND SKILLS / GOAL	3.2.	Acquire Skills for Writing a Draft
GLE / BIG IDEA	3.LA.3.2.1.	The student will be able to use ideas generated and organized in prewriting to write a draft that includes a main idea and details.
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CONTENT KNOWLEDGE AND SKILLS / GOAL	3.3.	Acquire Skills for Revising a Draft
GLE / BIG IDEA	3.LA.3.3.1.	The student will be able to revise draft for meaning.
GLE / BIG IDEA	3.LA.3.3.2.	The student will be able to revise draft by adding details to enhance audience understanding.
GLE / BIG IDEA	3.LA.3.3.5.	

		The student will be able to use strategies to guide the revision process.
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CONTENT KNOWLEDGE AND SKILLS / GOAL	3.4.	Acquire Skills for Editing a Draft
GLE / BIG IDEA	3.LA.3.4.1.	The student will be able to edit the draft using a simple editing checklist.
STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.5.	Acquire Skills to Publish Writing
GLE / BIG IDEA	3.LA.3.5.1.	The student will be able to publish and illustrate draft.
STANDARD / COURSE	ID.4.	Writing Applications: Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students write responses that identify connections between their personal experience and a text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.1.	Acquire Expressive (Narrative/Creative) Writing Skills
GLE / BIG IDEA	3.LA.4.1.1.	The student will be able to write short narratives with a logical sequence of events that include a beginning, middle, and end.
STANDARD / COURSE	ID.4.	Writing Applications: Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students write responses that identify connections between their personal experience and a text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.2.	Acquire Expository (Informational/Research) Writing Skills
GLE / BIG IDEA	3.LA.4.2.2.	The student will be able to write an expository paragraph that contains a main idea and supporting details. (699.02.b)

Idaho Content Standards**Language Arts**Grade: **3** - Adopted **2007**

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CONTENT KNOWLEDGE AND SKILLS / GOAL	1.2.	Acquire Concepts About Text
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CONTENT KNOWLEDGE AND SKILLS / GOAL	1.8.	Vocabulary and Concept Development
GLE / BIG IDEA	3.LA.1.8.2.	The student will be able to identify synonyms, antonyms, homophones, and homographs to determine the meaning of words in context. (698.01.h)
GLE / BIG IDEA	3.LA.1.8.3.	The student will be able to use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 3 content area text.
STANDARD / COURSE	ID.2.	Comprehension/Interpretation: Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from several sources to understand Grade 3 material. Students identify and discuss story elements from a variety of genre.
CONTENT KNOWLEDGE AND SKILLS / GOAL	2.1.	Acquire Strategies and Skills for Comprehending Text
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Idaho Content Standards

Language Arts

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GLE / BIG IDEA	3.LA.3.1.3.	The student will be able to plan writing using organizational strategies (e.g., graphic organizer, chart).
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CONTENT KNOWLEDGE AND SKILLS / GOAL	3.2.	Acquire Skills for Writing a Draft
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CONTENT KNOWLEDGE AND SKILLS / GOAL	3.3.	Acquire Skills for Revising a Draft
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GLE / BIG IDEA	3.LA.3.3.2.	The student will be able to revise draft by adding details to enhance audience understanding.
GLE / BIG IDEA	3.LA.3.3.5.	The student will be able to use strategies to guide the revision process.
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CONTENT KNOWLEDGE AND SKILLS / GOAL	3.4.	Acquire Skills for Editing a Draft
GLE / BIG IDEA	3.LA.3.4.1.	The student will be able to edit the draft using a simple editing checklist.
STANDARD / COURSE	ID.3.	Writing Process: Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.5.	Acquire Skills to Publish Writing
GLE / BIG IDEA	3.LA.3.5.1.	The student will be able to publish and illustrate draft.
GLE / BIG IDEA	3.LA.3.5.2.	The student will be able to share writing with intended audience. (699.03.b)
STANDARD / COURSE	ID.4.	Writing Applications: Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students write responses that identify connections between their personal experience and a text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.1.	Acquire Expressive (Narrative/Creative) Writing Skills
GLE / BIG IDEA	3.LA.4.1.1.	The student will be able to write short narratives with a logical sequence of events that include a beginning, middle, and end.
STANDARD / COURSE	ID.4.	Writing Applications: Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students write responses that identify connections between their personal experience and a text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.2.	Acquire Expository (Informational/Research) Writing Skills
GLE / BIG IDEA	3.LA.4.2.2.	The student will be able to write an expository paragraph that contains a main idea and supporting details. (699.02.b)

Language Arts

Grade: 3 - Adopted 2007

STANDARD / COURSE	ID.1.	Reading Process: Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.2.	Acquire Concepts About Text
GLE / BIG IDEA	3.LA.1.2.2.	The student will be able to identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.
STANDARD / COURSE	ID.1.	Reading Process: Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	1.8.	Vocabulary and Concept Development
GLE / BIG IDEA	3.LA.1.8.3.	The student will be able to use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 3 content area text.
GLE / BIG IDEA	3.LA.1.8.4.	The student will be able to use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words. (698.05.a)
STANDARD / COURSE	ID.2.	Comprehension/Interpretation: Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from several sources to understand Grade 3 material. Students identify and discuss story elements from a variety of genre.
CONTENT KNOWLEDGE AND SKILLS / GOAL	2.1.	Acquire Strategies and Skills for Comprehending Text
GLE / BIG IDEA	3.LA.2.1.1.	The student will be able to tell the purpose for reading various kinds of text (e.g., textbooks, newspapers, instructional manuals, novels, essays).
STANDARD / COURSE	ID.2.	Comprehension/Interpretation: Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from several sources to understand Grade

		3 material. Students identify and discuss story elements from a variety of genre.
CONTENT KNOWLEDGE AND SKILLS / GOAL	2.2.	Acquire Skills to Comprehend Expository Text
GLE / BIG IDEA	3.LA.2.2.1.	The student will be able to identify cause-effect, compare-contrast, and descriptions that support comprehension.

Whales - Teacher's Guide pages 48A-49A: Writing

Idaho Content Standards

Language Arts

Grade: 3 - Adopted 2007

STANDARD / COURSE	ID.4.	Writing Applications: Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students write responses that identify connections between their personal experience and a text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.1.	Acquire Expressive (Narrative/Creative) Writing Skills
GLE / BIG IDEA	3.LA.4.1.1.	The student will be able to write short narratives with a logical sequence of events that include a beginning, middle, and end.
STANDARD / COURSE	ID.4.	Writing Applications: Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students write responses that identify connections between their personal experience and a text.
CONTENT KNOWLEDGE AND SKILLS / GOAL	4.2.	Acquire Expository (Informational/Research) Writing Skills
GLE / BIG IDEA	3.LA.4.2.2.	The student will be able to write an expository paragraph that contains a main idea and supporting details. (699.02.b)