Main Criteria: Adventures in Writing

Secondary Criteria: Hawaii Content and Performance Standards

Subject: Language Arts

Grade: 3

Adventures in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Hawaii Content and Performance Standards

Language Arts				
Grade 3 - Adopted: 2010				
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text		
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.		
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text		
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text		
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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
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HI.CC.RI. Reading Standards for Informational Text 3.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION / TOPIC	RF.3.3(b)	Decode words with common Latin suffixes.
CONTENT STANDARD / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills
STANDARD /		Reading Standards: Foundational Skills Fluency
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	3.	Fluency
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	3. RF.3.4.	Fluency Read with sufficient accuracy and fluency to support comprehension.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	RF.3.4.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	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 / TOPIC	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 / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD /		Speaking and Listening Standards Comprehension and Collaboration
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	3.	Comprehension and Collaboration Determine the main ideas and supporting details of a text read aloud or information presented in
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	SL.3.2.	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.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	SL.3.2.	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. Speaking and Listening Standards

CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

Hawaii Content and Performance Standards

Language Arts			
		Grade 3 - Adopted: 2010	
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity	

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	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 / TOPIC	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 / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION / TOPIC	L.3.1(d)	Form and use regular and irregular verbs.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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Hawaii Content and Performance Standards

		Grade 3 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL		
EXPECTATION / BENCHMARK	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.
EXPECTATION /	HI.CC.RF.	science, and technical texts, at the high end of the grades 2-3 text complexity band independently
EXPECTATION / BENCHMARK CONTENT STANDARD /	HI.CC.RF.	science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	HI.CC.RF.	science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading Standards: Foundational Skills
EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	HI.CC.RF.	science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading Standards: Foundational Skills Phonics and Word Recognition

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HI.CC.RF. Reading Standards: Foundational Skills 3.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD /		Comprehension and Collaboration
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	3.	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'
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	3. SL.3.1.	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 clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	SL.3.1.	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 clearly. 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. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC	3. SL.3.1. SL.3.1(a)	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 clearly. 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. 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

ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
PERFORMANCE INDICATOR /	L.3.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	L.3.2. L.3.2(e)	Demonstrate command of the conventions of standard English capitalization,
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /	L.3.2(e)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	L.3.2(e)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Language Standards
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	L.3.2(e) HI.CC.L.3	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning word and phrases

CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD /	HI.CC.L.3	Language Standards Vocabulary Acquisition and Use
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	HI.CC.L.3	

Hawaii Content and Performance Standards

		Grade 3 - Adopted: 2010	
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure	

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / BENCHMARK		

EXPECTATION / TOPIC	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD /		Writing Standards Range of Writing
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	3.	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
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	W.3.10.	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.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	W.3.10.	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
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	W.3.10. HI.CC.SL. 3.	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'

EXPECTATION / TOPIC	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 / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.3.2(a)	Capitalize appropriate words in titles.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / TOPIC CONTENT STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / STANDARD / PERFORMANCE INDICATOR / STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / STANDARD / PERFORMANCE INDICATOR / DOMAIN / DOM			
STANDARD / PERFORMANCE INDICATOR / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN		L.3.3(a)	Choose words and phrases for effect.
INDICATOR CONTENT STANDARD L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.	STANDARD /	HI.CC.L.3	Language Standards
Based on grade 3 reading and content, choosing flexibly from a range of strategies. EXPECTATION / BENCHMARK EXPECTATION / TOPIC L3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase. CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN L3.5. Demonstrate understanding of word relationships and nuances in word meanings. EXPECTATION / BENCHMARK L3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK Language Standards Vocabulary Acquisition and Use Vocabulary Acquisition and Use INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK L3.6. 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). Lesson 05: Unit 2 Writing from Notes, p. p. 37-44 Hawaii Content and Performance Standards	PERFORMANCE INDICATOR /		Vocabulary Acquisition and Use
CONTENT STANDARD / PERFORMANCE INDICATOR / TOPIC CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK INDICATOR / COURSE L.3.5. Demonstrate understanding of word relationships and nuances in word meanings. EXPECTATION / TOPIC CONTENT STANDARD / PERFORMANCE INDICATOR / COURSE STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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). Lesson 05: Unit 2 Writing from Notes, p. p. 37-44 Hawaii Content and Performance Standards	GRADE LEVEL EXPECTATION /	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.
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / DENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / PERFORMANCE INDICATOR / OCCURSE STANDARD / COURSE 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). Lesson 05: Unit 2 Writing from Notes, p. p. 37-44 Hawaii Content and Performance Standards		L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR EXPECTATION EXPECTATION EXPECTATION TOPIC STANDARD PERFORMANCE INDICATOR COURSE STANDARD PERFORMANCE INDICATOR COURSE COURSE COURSE STANDARD PERFORMANCE INDICATOR COURSE COURS	STANDARD /	HI.CC.L.3	Language Standards
EXPECTATION / BENCHMARK EXPECTATION / TOPIC L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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). Hawaii Content and Performance Standards Hawaii Content and Performance Standards	PERFORMANCE INDICATOR /		Vocabulary Acquisition and Use
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK Lesson 05: Unit 2 Writing from Notes, p. p. 37-44 Hawaii Content and Performance Standards HI.CC.L.3 Language Standards Vocabulary Acquisition and Use Vocabulary Acquisition and Use 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). Hawaii Content and Performance Standards	GRADE LEVEL EXPECTATION /	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK Lesson 05: Unit 2 Writing from Notes, p. p. 37-44 Wocabulary Acquisition and Use Vocabulary Acquisition and Use Vocabulary Acquisition and Use 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). Lesson 05: Unit 2 Writing from Notes, p. p. 37-44 Hawaii Content and Performance Standards		L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
INDICATOR / DOMAIN 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). Lesson 05: Unit 2 Writing from Notes, p. p. 37-44 Hawaii Content and Performance Standards	STANDARD /	HI.CC.L.3	Language Standards
SPECTATION / BENCHMARK specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). Lesson 05: Unit 2 Writing from Notes, p. p. 37-44 Hawaii Content and Performance Standards	PERFORMANCE INDICATOR /		Vocabulary Acquisition and Use
Hawaii Content and Performance Standards	GRADE LEVEL EXPECTATION /	L.3.6.	specific words and phrases, including those that signal spatial and temporal relationships (e.g.,
			Lesson 05: Unit 2 Writing from Notes, p. p. 37-44
Language Arts			Hawaii Content and Performance Standards
			Language Arts

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CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

RDICATOR RIJAC RIJAC Reading Standards for informational Text			
STANDARD / PERFORMANCE INDICATOR / EXPECTATION / BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK / GRADE LEVEL EXPECTAT	GRADE LEVEL EXPECTATION /	RI.3.2.	
RESPONSANCE	STANDARD /		Reading Standards for Informational Text
RADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE Integration of Knowledge and Ideas	PERFORMANCE INDICATOR /		Craft and Structure
STANDARD / PERFORMANCE NDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK BINDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK BINDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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. BY TANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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. BY TANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK Phonics and Word Recognition INDICATOR / GRADE LEVEL EXPECTATION / BRADE / BRADE STANDARD / BRADE LEVEL EXPECTATION / BRADE LEVEL EXPECTATION / BRADE LEVEL EXPECTATION / BRADE LEVEL EXPECTATION / BRADE AND	GRADE LEVEL EXPECTATION /	RI.3.4.	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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). 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). 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). REVECTATION / BENCHMARK TANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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. RI.3.10. CONTENT STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK Reading Standards: Foundational Skills TANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK READING STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK READING STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RES.3. Know and apply grade-level phonics and word analysis skills in decoding words.	STANDARD /		Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / BENCHMARK	PERFORMANCE INDICATOR /		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN 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 / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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 / DOMAIN HI.CC.RF. Reading Standards: Foundational Skills STANDARD / PERFORMANCE INDICATOR / DOMAIN RE.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.	GRADE LEVEL EXPECTATION /	RI.3.7.	
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK STANDARD / PERFORMANCE INDICATOR / ODMAIN 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. 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. BY THE TOWARD / STANDARD / PERFORMANCE INDICATOR / DOMAIN BY THE TOWARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / DOMAIN BY THE TOWARD / PERFORMANCE INDICATOR / DOMAIN INDICAT	GRADE LEVEL EXPECTATION /	RI.3.8.	
PERFORMANCE INDICATOR / DOMAIN	STANDARD /		Reading Standards for Informational Text
SCIENCE, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. Know and apply grade-level phonics and word analysis skills in decoding words.	PERFORMANCE INDICATOR /		Range of Reading and Level of Text Complexity
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / STANDARD / COURSE RESERVED A COURSE RE	GRADE LEVEL EXPECTATION /	RI.3.10.	science, and technical texts, at the high end of the grades 2-3 text complexity band independently
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.	STANDARD /		Reading Standards: Foundational Skills
GRADE LEVEL EXPECTATION /	PERFORMANCE INDICATOR /		Phonics and Word Recognition
	GRADE LEVEL EXPECT ATION /	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION / TOPIC	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.	
EXPECTATION / TOPIC	RF.3.3(b)	Decode words with common Latin suffixes.	
CONTENT STANDARD / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.	
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.	
EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
EXPECTATION / TOPIC	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.	
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
EXPECTATION / TOPIC	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.	

HI.CC.W. Writing Standards 3.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / 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
EXPECTATION / BENCHMARK		audiences.
	HI.CC.SL. 3.	
BENCHMARK CONTENT STANDARD /		audiences.
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		audiences. Speaking and Listening Standards
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	3.	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'
BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	3. SL.3.1.	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 clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that
BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	3. SL.3.1. SL.3.1(a)	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 clearly. 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. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to

CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
ST ANDARD /	HI.CC.L.3	Language Standards Conventions of Standard English
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	HI.CC.L.3	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Conventions of Standard English 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
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /	L.3.1.	Conventions of Standard English 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 sentences.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	L.3.1.	Conventions of Standard English 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 sentences. Language Standards

EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
CONTENT ST ANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	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 ST ANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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Hawaii Content and Performance Standards

		Language Arts
		Grade 3 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	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 / TOPIC	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 / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION / TOPIC	L.3.1(h)	Use coordinating and subordinating conjunctions.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

Hawaii Content and Performance Standards

		Grade 3 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	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 / TOPIC	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 / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
		Language Chandanda
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD /	HI.CC.L.3	Conventions of Standard English
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	L.3.2.	
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STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	L.3.2.	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
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC EXPECTATION / TOPIC	L.3.2(a)	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
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD /	L.3.2(a) L.3.2(e) L.3.2(f)	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.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION /	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).

Lesson 08: Unit 3 Retelling Narrative Stories, p. 61-66

Hawaii Content and Performance Standards

Language Arts

Grade **3** - Adopted: **2010**

CONTENT STANDARD / COURSE

3.

HI.CC.RL. Reading Standards for Literature

Record standard Record standards Record stand	INDICATOR / GRADE LEVEL EXPECTATION BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION STANDARD / DOMAIN INDICATOR / BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION BENCHMARK INDICATOR / BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION BENCHMARK INDICATOR / GRADE LEVEL			
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GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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 / COURSE HI.CC.RL. 3. Reading Standards for Literature STANDARD / PERFORMANCE INDICATOR / BROCHMARK Reading Standards for Literature Range of Reading and Level of Text Complexity	GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK HI.CC.RL. 3. Integration of Knowledge and Ideas Integration of Knowledge and Ideas 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 / BENCHMARK HI.CC.RL. 3. Reading Standards for Literature 3. Range of Reading and Level of Text Complexity	GRADE LEVEL EXPECTATION /	RL.3.4.	
STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / Range of Reading and Level of Text Complexity Range of Reading and Level of Text Complexity	STANDARD / PERFORMANCE INDICATOR / DOMAIN 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 / COURSE Range of Reading and Level of Text Complexity Range of Reading and Level of Text Complexity	GRADE LEVEL EXPECTATION /	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
INDICATOR / DOMAIN 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 / COURSE Reading Standards for Literature Range of Reading and Level of Text Complexity Range of Reading and Level of Text Complexity	INDICATOR / DOMAIN 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 / COURSE Reading Standards for Literature Range of Reading and Level of Text Complexity Range of Reading and Level of Text Complexity	STANDARD /		Reading Standards for Literature
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STANDARD / STANDARD / PERFORMANCE INDICATOR / Range of Reading and Level of Text Complexity	STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / Range of Reading and Level of Text Complexity	GRADE LEVEL EXPECTATION /	RL.3.7.	
PERFORMANCE INDICATOR /	PERFORMANCE INDICATOR /	STANDARD /		Reading Standards for Literature
		PERFORMANCE INDICATOR /		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION / TOPIC	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	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 / TOPIC	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 / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	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.
TOPIC		
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
CONTENT STANDARD /	HI.CC.L.3	Language Standards Vocabulary Acquisition and Use
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	HI.CC.L.3	
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning word and phrases
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION /	L.3.4.	Vocabulary Acquisition and Use 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.
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /	L.3.4.	Vocabulary Acquisition and Use 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. Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	L.3.4.	Vocabulary Acquisition and Use 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. Use sentence-level context as a clue to the meaning of a word or phrase. Language Standards

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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

Lesson 09: Unit 3 Retelling Narrative Stories, p. 67-72

Hawaii Content and Performance Standards

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Grade 3 - Adopted: 2010		
CONTENT STANDARD / COURSE	HI.CC.RL. 3.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION / TOPIC	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	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	HI.CC.W.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.

Lesson 10: Unit 3 Retelling Narrative Stories, p. 73-76

Hawaii Content and Performance Standards

Language Arts

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HI.CC.RL. Reading Standards for Literature 3.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RL. 3.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
CONTENT STANDARD / COURSE	HI.CC.RL. 3.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RL. 3.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

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HI.CC.RF. Reading Standards: Foundational Skills 3.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION / TOPIC	RF.3.3(b)	Decode words with common Latin suffixes.
CONTENT STANDARD / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION / TOPIC	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	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 / COURSE	HI.CC.W. 3.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
PERFORMANCE INDICATOR /	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.
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	SL.3.1. SL.3.1(a)	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'
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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. Come to discussions prepared, having read or studied required material; explicitly draw on that
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	SL.3.1(a)	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. 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. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC	SL.3.1(a) SL.3.1(b)	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. 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. 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
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC EXPECTATION / TOPIC	SL.3.1(a) SL.3.1(b) SL.3.1(c)	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. 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. 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.
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC EXPECTATION / TOPIC	SL.3.1(a) SL.3.1(b) SL.3.1(c) SL.3.1(d)	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. 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. 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.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD /	HI.CC.L.3	Language Standards Vocabulary Acquisition and Use

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Grade 3 - Adopted: 2010			
CONTENT STANDARD / COURSE	HI.CC.RL. 3.	Reading Standards for Literature	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition	

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION / TOPIC	RF.3.3(b)	Decode words with common Latin suffixes.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION / TOPIC	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	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	HI.CC.W.	Writing Standards
STANDARD / COURSE	3.	
	3.	Production and Distribution of Writing
STANDARD / PERFORMANCE INDICATOR /	3. W.3.4.	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.)
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		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
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION / GRADE LEVEL EXPECTATION /	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.) With guidance and support from peers and adults, develop and strengthen writing as needed by
STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.4. W.3.5.	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
STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	W.3.4. W.3.5. W.3.6.	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 well as to interact and collaborate with others.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION / TOPIC	L.3.1(d)	Form and use regular and irregular verbs.
EXPECTATION / TOPIC	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR /		Conventions of Standard English
DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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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Hawaii Content and Performance Standards

Language Arts

		Grade 3 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / 3.
COURSE

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR /		Range of Reading and Level of Text Complexity
DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION /	RI.3.10. HI.CC.RF.	science, and technical texts, at the high end of the grades 2-3 text complexity band independently
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	HI.CC.RF.	science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	HI.CC.RF.	science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading Standards: Foundational Skills
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	HI.CC.RF.	science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading Standards: Foundational Skills Fluency

CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
EXPECTATION / TOPIC	W.3.2(d)	Provide a concluding statement or section.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing

CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
PERFORMANCE INDICATOR / DOMAIN		range of writing

CT AND ADD /		
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	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 / TOPIC	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 / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL	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.
EXPECTATION / BENCHMARK		
	HI.CC.SL. 3.	Speaking and Listening Standards
BENCHMARK CONTENT STANDARD /		Speaking and Listening Standards Presentation of Knowledge and Ideas
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION /	3.	Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant,
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION / GRADE LEVEL EXPECTATION /	3. SL.3.4.	Presentation of Knowledge and Ideas 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
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	SL.3.4.	Presentation of Knowledge and Ideas 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 clarification.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION / TOPIC	L.3.1(d)	Form and use regular and irregular verbs.
EXPECTATION / TOPIC	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CONTENT		
STANDARD / COURSE	HI.CC.L.3	Language Standards
	HI.CC.L.3	Vocabulary Acquisition and Use

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Hawaii Content and Performance Standards

		Grade 3 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 /	HI.CC.RI.	Reading Standards for Informational Text
COURSE	3.	
	3.	Range of Reading and Level of Text Complexity
STANDARD / PERFORMANCE INDICATOR /	RI.3.10.	Range of Reading and Level of Text Complexity 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.
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		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
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	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.
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	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. Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	RI.3.10. HI.CC.RF. 3.	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. Reading Standards: Foundational Skills Phonics and Word Recognition

CONTENT	
STANDARD	I
COURSE	

HI.CC.RF. Reading Standards: Foundational Skills 3.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT ST ANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
EXPECTATION / TOPIC	W.3.2(d)	Provide a concluding statement or section.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	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 / TOPIC	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 / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION / TOPIC	L.3.1(d)	Form and use regular and irregular verbs.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL	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.,

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Hawaii Content and Performance Standards

CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills

PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
EXPECTATION / TOPIC	W.3.2(d)	Provide a concluding statement or section.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD /		Writing Standards Production and Distribution of Writing
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	3.	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

CONTENT STANDARD COURSE
STANDARD

HI.CC.W. Writing Standards 3.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	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 / TOPIC	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 / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION / TOPIC	L.3.1(d)	Form and use regular and irregular verbs.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD /	HI.CC.L.3	Language Standards Conventions of Standard English
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	HI.CC.L.3	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		Conventions of Standard English Demonstrate command of the conventions of standard English capitalization,
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	L.3.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC	L.3.2(a)	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use commas in addresses.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
CONTENT ST ANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT	111.001.2	Lawrence Chambanda
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD /	HI.CC.L.3	Vocabulary Acquisition and Use
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	L.3.5.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		Vocabulary Acquisition and Use
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /	L.3.5.	Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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Hawaii Content and Performance Standards

CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills

PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
EXPECTATION / TOPIC	W.3.2(d)	Provide a concluding statement or section.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD /		Writing Standards Production and Distribution of Writing
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	3.	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

CONTENT STANDARD COURSE
STANDARD

HI.CC.W. Writing Standards 3.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	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 / TOPIC	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 / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION / TOPIC	L.3.1(d)	Form and use regular and irregular verbs.
EXPECTATION / TOPIC	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
CONTENT ST ANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT	HI.CC.L.3	Language Standards
STANDARD / COURSE		
STANDARD /		Vocabulary Acquisition and Use
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	L.3.5.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		Vocabulary Acquisition and Use
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /	L.3.5. L.3.5(a)	Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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Hawaii Content and Performance Standards

CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION / TOPIC	RF.3.3(b)	Decode words with common Latin suffixes.
CONTENT STANDARD / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
EXPECTATION / TOPIC	W.3.2(d)	Provide a concluding statement or section.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	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 / TOPIC	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 / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD /	HI.CC.SL. 3.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
STANDARD / PERFORMANCE INDICATOR /	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	L.3.1. L.3.1(a)	Demonstrate command of the conventions of standard English grammar and usage
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	L.3.1(a)	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 sentences.
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /	L.3.1(a) L.3.1(d) HI.CC.L.3	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 sentences. Form and use regular and irregular verbs.
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	L.3.1(a) L.3.1(d) HI.CC.L.3	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 sentences. Form and use regular and irregular verbs. Language Standards

EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
CONTENT ST ANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	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 ST ANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

Lesson 17: Unit 5 Writing from Pictures, p. 127-132

Hawaii Content and Performance Standards

Language Arts		
Grade 3 - Adopted: 2010		
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT ST ANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	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 / TOPIC	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 / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 ST ANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT ST ANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION / TOPIC	L.3.1(d)	Form and use regular and irregular verbs.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT ST ANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

Lesson 18: Unit 5 Writing from Pictures, p. 133-138

Hawaii Content and Performance Standards

Language Arts

Grade 3 - Adopted: 2010 CONTENT HI.CC.W. **Writing Standards** STANDARD / 3. COURSE STANDARD / **Text Types and Purposes** PERFORMANCE INDICATOR / **DOMAIN** INDICATOR / W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and **GRADE LEVEL** information clearly. EXPECTATION / **BENCHMARK** EXPECTATION / W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding TOPIC comprehension. EXPECTATION / W.3.2(b) Develop the topic with facts, definitions, and details. TOPIC EXPECTATION / W.3.2(d) Provide a concluding statement or section. TOPIC CONTENT HI.CC.W. **Writing Standards** STANDARD / 3. **COURSE** STANDARD / **Production and Distribution of Writing PERFORMANCE** INDICATOR / DOMAIN

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	L.3.1(a)	
TOPIC EXPECTATION /		functions in particular sentences.
EXPECTATION / TOPIC CONTENT STANDARD /	L.3.1(d)	functions in particular sentences. Form and use regular and irregular verbs.

EXPECTATION / TOPIC	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION / TOPIC	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 / TOPIC	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	HI.CC.L.3	Language Standards
STANDARD / COURSE	•	
		Knowledge of Language
STANDARD / PERFORMANCE INDICATOR /	L.3.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Lesson 19: Unit 5 Writing from Pictures, p. 139-142

Hawaii Content and Performance Standards

Language Arts

Grade 3 - Adopted: 2010 CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / COURSE STANDARD / **Key Ideas and Details** PERFORMANCE INDICATOR / **DOMAIN** INDICATOR / 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 EXPECTATION / BENCHMARK INDICATOR / RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main GRADE LEVEL idea. EXPECTATION / BENCHMARK CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / COURSE **Craft and Structure** STANDARD / **PERFORMANCE** INDICATOR / **DOMAIN**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	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 / TOPIC	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 / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

Lesson 20: Unit 5 Writing from Pictures, p. 143-148

Hawaii Content and Performance Standards

Language Arts

Grade **3** - Adopted: **2010**

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

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION / TOPIC	L.3.1(d)	Form and use regular and irregular verbs.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.

Lesson 21: Unit 6 Summarizing Multiple References, p. 149-156

Hawaii Content and Performance Standards

Language Arts Grade **3** - Adopted: **2010** CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / 3. **COURSE** STANDARD / **Key Ideas and Details PERFORMANCE** INDICATOR / **DOMAIN** INDICATOR / RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main **GRADE LEVEL** idea. EXPECTATION / BENCHMARK CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / **COURSE** STANDARD / Craft and Structure **PERFORMANCE** INDICATOR / **DOMAIN** INDICATOR / RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text **GRADE LEVEL** relevant to a grade 3 topic or subject area. EXPECTATION / BENCHMARK CONTENT HI.CC.RI. Reading Standards for Informational Text

STANDARD /

COURSE

3.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	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 / TOPIC	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 / TOPIC	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 / TOPIC	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 / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD /	HI.CC.L.3	Language Standards Conventions of Standard English
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	HI.CC.L.3	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Conventions of Standard English 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
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	L.3.1.	Conventions of Standard English 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 sentences.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /	L.3.1(a)	Conventions of Standard English 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 sentences. Form and use regular and irregular verbs.

EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
	Lesso	n 22: Unit 6 Summarizing Multiple References, p. 157-162

Lesson 22: Unit 6 Summarizing Multiple References, p. 157-162

Hawaii Content and Performance Standards

Language Arts

Grade 3 - <i>F</i>	Adopted: 201 0

CONTENT STANDARD / COURSE
STANDARD /

3.

HI.CC.W. Writing Standards

STANDARD / PERFORMANCE	Text Types and Purposes
INDICATOR / DOMAIN	

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
EXPECTATION / TOPIC	W.3.2(d)	Provide a concluding statement or section.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION / TOPIC	L.3.1(d)	Form and use regular and irregular verbs.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.

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Hawaii Content and Performance Standards

Language Arts

Language Arts		
Grade 3 - Adopted: 2010		
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	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 / TOPIC	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 / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 ST ANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT HI.CC.L STANDARD / COURSE

EXPECTATION / BENCHMARK

HI.CC.L.3 Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR /	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases
GRADE LEVEL EXPECTATION / BENCHMARK		based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION /	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION / BENCHMARK		
GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase. Language Standards
GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	L.3.4(a) HI.CC.L.3	Use sentence-level context as a clue to the meaning of a word or phrase. Language Standards Vocabulary Acquisition and Use

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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Hawaii Content and Performance Standards

Language Arts		
		Grade 3 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
EXPECTATION / TOPIC	W.3.2(d)	Provide a concluding statement or section.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION / TOPIC	L.3.1(d)	Form and use regular and irregular verbs.
EXPECTATION / TOPIC	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.

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Hawaii Content and Performance Standards

		Language Arts
		Grade 3 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION /	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.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	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 / TOPIC	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 / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
PERFORMANCE INDICATOR /	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	L.3.1. L.3.1(a)	Demonstrate command of the conventions of standard English grammar and usage
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	L.3.1(a)	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 sentences.
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD /	L.3.1(a)	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 sentences. Form and use regular and irregular verbs.
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	L.3.1(a)	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 sentences. Form and use regular and irregular verbs. Language Standards

CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / TOPIC	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION /	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).

Hawaii Content and Performance Standards

Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RF. 3.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION / TOPIC	RF.3.3(b)	Decode words with common Latin suffixes.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
EXPECTATION / TOPIC	W.3.2(d)	Provide a concluding statement or section.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION / TOPIC	L.3.1(d)	Form and use regular and irregular verbs.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	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

EXPECTATION / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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).
		Legger 27: Unit 7 Inventive Writing in 105 200

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Hawaii Content and Performance Standards

		Language Arts
		Grade 3 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 /		
COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Speaking and Listening Standards Comprehension and Collaboration
STANDARD / PERFORMANCE INDICATOR /		
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	3.	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'
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	3. SL.3.1.	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 clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that

EXPECTATION / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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Hawaii Content and Performance Standards

Language Arts

Grade **3** - Adopted: **201**0

CONTENT STANDARD / COURSE HI.CC.W.

Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
EXPECTATION / TOPIC	W.3.2(d)	Provide a concluding statement or section.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.L.3	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION / TOPIC	L.3.1(d)	Form and use regular and irregular verbs.
CONTENT ST ANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
PERFORMANCE INDICATOR /	L.3.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Hawaii Content and Performance Standards

Language Arts

CONTENT	
STANDARD.	ı
COURSE	

HI.CC.RI. Reading Standards for Informational Text 3.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 EXPECTATION /	W.3.4. W.3.5.	are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in
GRADE LEVEL EXPECTATION / BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION /		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
GRADE LEVEL EXPECTATION / BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	W.3.5.	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.

CONTENT
STANDARD
COURSE

HI.CC.SL. Speaking and Listening Standards 3.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	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 / TOPIC	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 / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 3.	Speaking and Listening Standards
STANDARD / PERFORMANCE		Presentation of Knowledge and Ideas
INDICATOR / DOMAIN		
INDICATOR /	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.
INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	SL.3.4. SL.3.6.	
INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION /		descriptive details, speaking clearly at an understandable pace. Speak in complete sentences when appropriate to task and situation in order to provide requested
INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	SL.3.6.	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 clarification.
INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	SL.3.6.	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 clarification. Language Standards

CONTENT	
STANDARD	I
COURSE	

HI.CC.L.3 Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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Hawaii Content and Performance Standards

Language Arts

Grade 3 - Adopted: 2010			
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
EXPECTATION / TOPIC	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.	
EXPECTATION / TOPIC	W.3.2(d)	Provide a concluding statement or section.	
CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.)	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.W. 3.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION / TOPIC	L.3.1(d)	Form and use regular and irregular verbs.
CONTENT STANDARD / COURSE	HI.CC.L.3	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE	HI.CC.L.3	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

TOPIC