

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 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.
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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.
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CONTENT STANDARD / COURSE **HI.CC.W. 3.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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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.3.2.	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).
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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.
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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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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).
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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
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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.
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CONTENT STANDARD / COURSE **HI.CC.RI. 3.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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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.
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CONTENT STANDARD / COURSE **HI.CC.RI. 3.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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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).
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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).
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CONTENT STANDARD / COURSE **HI.CC.RI. 3.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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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).

Lesson 03: Unit 1 Note Making and Outlines, p. 25-28

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		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.
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CONTENT STANDARD / COURSE **HI.CC.W. 3.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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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.
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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.
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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).
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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.
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EXPECTATION / TOPIC	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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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.3.2.	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
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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 04: Unit 2 Writing from Notes, p. 29-36

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
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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
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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 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.3.6.	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(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	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).
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Lesson 05: Unit 2 Writing from Notes, p. p. 37-44

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		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.
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.

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.

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 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 06: Unit 2 Writing from Notes, p. 45-52

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
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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.
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CONTENT STANDARD / COURSE

HI.CC.RI. 3.

Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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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.
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CONTENT STANDARD / COURSE

HI.CC.RI. 3.

Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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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).
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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).
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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
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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

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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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.
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CONTENT STANDARD / COURSE **HI.CC.RI. 3.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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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).
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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).
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CONTENT STANDARD / COURSE **HI.CC.RI. 3.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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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.
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.
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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
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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.
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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
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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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
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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 08: Unit 3 Retelling Narrative Stories, p. 61-66

Hawaii Content and Performance Standards

Language Arts

Grade 3 - Adopted: 2010

**CONTENT
STANDARD /
COURSE**

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

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.
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.
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
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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).

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

Hawaii Content and Performance Standards

Language Arts

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 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		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.
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.
Lesson 10: Unit 3 Retelling Narrative Stories, p. 73-76		
Hawaii Content and Performance Standards		
Language Arts		
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.
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.

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.3.3.	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.L3 .	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.L3 .	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.L3 .	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
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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 11: Unit 3 Retelling Narrative Stories, p. 77-82

Hawaii Content and Performance Standards

Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL.3.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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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
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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 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		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 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).

Lesson 12: Unit 4 Summarizing a Reference, p. 83-92

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		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.
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
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 13: Unit 4 Summarizing a Reference, p. 93-100

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		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 / 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.
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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
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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.
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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
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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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
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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 14: Unit 4 Summarizing a Reference, p. 101-108

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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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.
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CONTENT STANDARD / COURSE **HI.CC.RI. 3.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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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).
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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).
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CONTENT STANDARD / COURSE **HI.CC.RI. 3.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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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.
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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.
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EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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.
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EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
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EXPECTATION / TOPIC	W.3.2(d)	Provide a concluding statement or section.
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CONTENT STANDARD / COURSE **HI.CC.W. 3.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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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.)
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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.
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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.
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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
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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.
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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.
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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.
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EXPECTATION / TOPIC	L.3.1(d)	Form and use regular and irregular verbs.
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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.
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EXPECTATION / TOPIC	L.3.2(b)	Use commas in addresses.
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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).
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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.
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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
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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 15: Unit 4 Summarizing a Reference, p. 109-118

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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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.
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CONTENT STANDARD / COURSE **HI.CC.RI. 3.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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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).
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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).
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CONTENT STANDARD / COURSE **HI.CC.RI. 3.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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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.
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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.
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EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
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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.
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EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
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EXPECTATION / TOPIC	W.3.2(d)	Provide a concluding statement or section.
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CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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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.)
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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.
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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.
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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
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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.
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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.
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**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.
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EXPECTATION / TOPIC	L.3.1(d)	Form and use regular and irregular verbs.
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EXPECTATION / TOPIC	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
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**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.
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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).
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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.
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**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
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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 16: Unit 4 Summarizing a Reference, p. 119-126

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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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.
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CONTENT STANDARD / COURSE **HI.CC.RI. 3.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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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).
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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).
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CONTENT STANDARD / COURSE **HI.CC.RI. 3.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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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.
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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.
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EXPECTATION / TOPIC	RF.3.3(b)	Decode words with common Latin suffixes.
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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.
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EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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.
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EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
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EXPECTATION / TOPIC	W.3.2(d)	Provide a concluding statement or section.
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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 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
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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.
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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.
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CONTENT STANDARD / COURSE

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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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.
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CONTENT STANDARD / COURSE

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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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).
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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		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 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 18: Unit 5 Writing from Pictures, p. 133-138

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

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

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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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 / 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.

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

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

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

Lesson 23: Unit 6 Summarizing Multiple References, p. 163-172

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
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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.
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EXPECTATION / TOPIC	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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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.)
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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.
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CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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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.
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CONTENT STANDARD / COURSE	HI.CC.W. 3.	Writing Standards
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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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.
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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.

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 24: Unit 6 Summarizing Multiple References, p. 173-178

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.

Lesson 25: Unit 6 Summarizing Multiple References, p. 179-188

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
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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
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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
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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 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.

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

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.
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EXPECTATION / TOPIC	RF.3.3(b)	Decode words with common Latin suffixes.
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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.
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EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
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EXPECTATION / TOPIC	W.3.2(d)	Provide a concluding statement or section.
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CONTENT STANDARD / COURSE HI.CC.W. 3. Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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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.)
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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.
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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Lesson 27: Unit 7 Inventive Writing, p. 195-200

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		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		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).

Lesson 28: Unit 7 Inventive Writing, p. 201-206

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
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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
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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.
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**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.
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EXPECTATION / TOPIC	L.3.1(d)	Form and use regular and irregular verbs.
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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.
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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).
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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.
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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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Lesson 29: Unit 7 Inventive Writing, p. 207-212

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
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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.
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CONTENT STANDARD / COURSE **HI.CC.W. 3.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION / TOPIC	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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CONTENT STANDARD / COURSE **HI.CC.W. 3.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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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.)
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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.
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CONTENT STANDARD / COURSE **HI.CC.W. 3.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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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.
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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		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).

Lesson 30: Unit 7 Inventive Writing, p. 213-220

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