

## Adventures in Writing

Benjamin Franklin's Lightning Rod

### Hawaii Content and Performance Standards

#### Language Arts

Grade 3 - Adopted: 2010

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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. Reading Standards: Foundational Skills 3.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.

EXPECTATION / TOPIC W.3.2(b) Develop the topic with facts, definitions, and details.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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.
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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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.3.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>

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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 3.**

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

**CONTENT STANDARD / COURSE**      **HI.CC.L.3. Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.4.</b>	<b>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.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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).

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

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. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Fluency</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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. Writing Standards 3.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<b>CONTENT STANDARD / COURSE</b>	<b>HI.CC.W. Writing Standards 3.</b>	

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.
<b>CONTENT STANDARD / COURSE</b>	<b>HI.CC.SL. Speaking and Listening Standards 3.</b>	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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.
<b>CONTENT STANDARD / COURSE</b>	<b>HI.CC.SL. Speaking and Listening Standards 3.</b>	



<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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).
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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		<b>Knowledge of Language</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
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**CONTENT STANDARD / COURSE**      **HI.CC.L.3. Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.4.	<b>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.</b>

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		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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).
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**Hawaii Content and Performance Standards  
Language Arts  
Grade 3 - Adopted: 2010**

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

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Phonics and Word Recognition</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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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. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.
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. Writing Standards 3.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 3.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION / TOPIC	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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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).
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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
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**CONTENT STANDARD / COURSE**      **HI.CC.L.3. Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.4.</b>	<b>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.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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).

Hannibal's War

**Hawaii Content and Performance Standards  
Language Arts  
Grade 3 - Adopted: 2010**

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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. Reading Standards for Informational Text 3.**



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

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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. Reading Standards: Foundational Skills 3.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.

EXPECTATION / TOPIC	W.3.2(b)	Develop the topic with facts, definitions, and details.
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**CONTENT STANDARD / COURSE**      **HI.CC.W. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.3.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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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**CONTENT STANDARD / COURSE**      **HI.CC.L.3. Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.4.</b>	<b>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.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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).

John Muir

**Hawaii Content and Performance Standards  
Language Arts  
Grade 3 - Adopted: 2010**

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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. Reading Standards for Informational Text 3.**

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Range of Reading and Level of Text Complexity</b>
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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. Reading Standards: Foundational Skills 3.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Fluency</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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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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. Writing Standards 3.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 3.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>



EXPECTATION / TOPIC	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION / TOPIC	L.3.2(b)	Use commas in addresses.
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		<b>Knowledge of Language</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
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**CONTENT STANDARD / COURSE**

**HI.CC.L.3. Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.4.	<b>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.</b>

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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**CONTENT STANDARD / COURSE**

**HI.CC.L.3. Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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).

Leif Eriksson

**Hawaii Content and Performance Standards  
Language Arts  
Grade 3 - Adopted: 2010**

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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. Reading Standards for Informational Text 3.**

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

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.

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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.3.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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		<b>Knowledge of Language</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.4.	<b>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.</b>

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		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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).
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Magnets

**Hawaii Content and Performance Standards  
Language Arts  
Grade 3 - Adopted: 2010**

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

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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. Reading Standards for Informational Text  
3.**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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. Reading Standards for Informational Text  
3.**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.

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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.3.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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		<b>Knowledge of Language</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.4.	<b>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.</b>

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		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.5.	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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).
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Mayflower, Part 1

**Hawaii Content and Performance Standards  
Language Arts  
Grade 3 - Adopted: 2010**

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

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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. Reading Standards for Informational Text  
3.**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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. Reading Standards for Informational Text  
3.**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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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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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. Reading Standards for Informational Text 3.

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

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**CONTENT STANDARD / COURSE** HI.CC.RF. Reading Standards: Foundational Skills 3.

**STANDARD / PERFORMANCE INDICATOR / DOMAIN** Fluency

**INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK** RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION / TOPIC RF.3.4(a) Read on-level text with purpose and understanding.

EXPECTATION / TOPIC RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

**STANDARD / PERFORMANCE INDICATOR / DOMAIN** Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
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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.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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.

**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.3.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.

**CONTENT STANDARD / COURSE**      **HI.CC.L.3. Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.4.	<b>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.</b>

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).

Mayflower, Part 2

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. Writing Standards 3.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **HI.CC.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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

My Friend, Part 1

**Hawaii Content and Performance Standards  
Language Arts  
Grade 3 - Adopted: 2010**

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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.W.3 Writing Standards**  
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<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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.

**CONTENT STANDARD / COURSE**    **HI.CC.SL. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.3.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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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. Speaking and Listening Standards 3.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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).

My Friend, Part 2

Hawaii Content and Performance Standards

Language Arts

Grade 3 - Adopted: 2010

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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.

**CONTENT STANDARD / COURSE**    **HI.CC.L.3. Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

My House, Part 1

**Hawaii Content and Performance Standards**

**Language Arts**

Grade 3 - Adopted: 2010

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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.W.3 Writing Standards

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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.

**CONTENT STANDARD / COURSE** HI.CC.SL. 3. Speaking and Listening Standards

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.3.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>

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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
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**CONTENT STANDARD / COURSE**      **HI.CC.L.3 Language Standards**



<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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).
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My House, Part 2

**Hawaii Content and Performance Standards  
Language Arts  
Grade 3 - Adopted: 2010**

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION / TOPIC L.3.3(a) Choose words and phrases for effect.

Nile River, Yangtze River

**Hawaii Content and Performance Standards**

**Language Arts**

Grade 3 - Adopted: 2010

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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. Reading Standards for Informational Text 3.**

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

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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. Reading Standards: Foundational Skills 3.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Phonics and Word Recognition</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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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. Reading Standards: Foundational Skills 3.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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. Writing Standards 3.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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. Speaking and Listening Standards 3.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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. Speaking and Listening Standards 3.**

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. Speaking and Listening Standards 3.**

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.4.</b>	<b>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.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.6.</b>	<b>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).</b>

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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. Reading Standards for Informational Text 3.**

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

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

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. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.3.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>

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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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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**CONTENT STANDARD / COURSE**      **HI.CC.L.3. Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.4.</b>	<b>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.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.6.</b>	<b>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).</b>

Roanoke, Part 1

**Hawaii Content and Performance Standards**  
**Language Arts**  
Grade 3 - Adopted: 2010

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RI.3.2.</b>	<b>Determine the main idea of a text; recount the key details and explain how they support the main idea.</b>

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
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. Writing Standards 3.**

**STANDARD / PERFORMANCE INDICATOR / DOMAIN** **Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

**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. Writing Standards 3.**

**STANDARD / PERFORMANCE INDICATOR / DOMAIN** **Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE** **HI.CC.SL. Speaking and Listening Standards 3.**

**STANDARD / PERFORMANCE INDICATOR / DOMAIN** **Comprehension and Collaboration**

<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.3.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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		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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**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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**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
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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).
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Roanoke, Part 2

**Hawaii Content and Performance Standards  
Language Arts  
Grade 3 - Adopted: 2010**

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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.

**CONTENT STANDARD / COURSE**      **HI.CC.L.3. Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION / L.3.3(a) Choose words and phrases for effect.  
TOPIC

Roman Colosseum

Hawaii Content and Performance Standards

Language Arts

Grade 3 - Adopted: 2010

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

**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. Reading Standards for Informational Text 3.**

**STANDARD / PERFORMANCE INDICATOR / DOMAIN**

**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

**STANDARD / PERFORMANCE INDICATOR / DOMAIN**

**Integration of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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

**STANDARD / PERFORMANCE INDICATOR / DOMAIN**

**Range of Reading and Level of Text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**CONTENT STANDARD / COURSE**      **HI.CC.RF. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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.

**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.3.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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.3.2.	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).

Roman Hoplite, American Quarter Horse

### Hawaii Content and Performance Standards

#### Language Arts

Grade 3 - Adopted: 2010

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

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. Reading Standards for Informational Text 3.

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 3.**

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. Reading Standards: Foundational Skills 3.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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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. Writing Standards 3.**

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. Speaking and Listening Standards 3.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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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.
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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. Speaking and Listening Standards**  
3.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards**  
3.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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.

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).

Rooster, Part 1

Hawaii Content and Performance Standards  
Language Arts

Grade 3 - Adopted: 2010

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

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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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.

**CONTENT STANDARD / COURSE** **HI.CC.SL. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.3.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>

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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

**CONTENT STANDARD / COURSE**      **HI.CC.L.3. Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.4.</b>	<b>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.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.6.</b>	<b>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).</b>

**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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

The Fox and the Crow, Part 1

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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. Reading Standards for Literature 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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. Reading Standards for Literature 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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. Reading Standards for Literature 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.3.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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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. Writing Standards 3.**

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.3.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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).

The Fox and the Crow, Part 2

**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.
<b>CONTENT STANDARD / COURSE</b>	<b>HI.CC.W. Writing Standards 3.</b>	
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.
<b>CONTENT STANDARD / COURSE</b>	<b>HI.CC.SL. Speaking and Listening Standards 3.</b>	
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.
<b>CONTENT STANDARD / COURSE</b>	<b>HI.CC.L.3. Language Standards</b>	
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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**CONTENT STANDARD / COURSE**      **HI.CC.L.3. Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION / TOPIC	L.3.3(a)	Choose words and phrases for effect.
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The Theft of Thor's Hammer, Part 1

**Hawaii Content and Performance Standards**  
**Language Arts**  
Grade 3 - Adopted: 2010

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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.
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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.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RL. Reading Standards for Literature 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
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**CONTENT STANDARD / COURSE**      **HI.CC.RL. Reading Standards for Literature 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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**CONTENT STANDARD / COURSE**      **HI.CC.RL. Reading Standards for Literature 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
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**CONTENT STANDARD / COURSE**      **HI.CC.RF. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

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. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.3.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.3.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>

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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.4.	<b>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.</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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).

The Theft of Thor's Hammer, Part 2

Hawaii Content and Performance Standards  
Language Arts  
Grade 3 - Adopted: 2010

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Phonics and Word Recognition</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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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
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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.

**CONTENT STANDARD / COURSE** HI.CC.SL. Speaking and Listening Standards

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	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**

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

**Tornadoes**

**Hawaii Content and Performance Standards  
Language Arts  
Grade 3 - Adopted: 2010**

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Phonics and Word Recognition</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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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. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.3.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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.
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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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.3.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>

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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 3.**

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**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

**CONTENT  
STANDARD /  
COURSE**        **HI.CC.L.3. Language Standards**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.4.</b>	<b>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.</b>

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**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.6.</b>	<b>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).</b>

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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. Reading Standards for Informational Text 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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. Reading Standards: Foundational Skills 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.3.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>

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. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 3.**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>STANDARD / PERFORMANC E INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.4.</b>	<b>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.</b>

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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).

Treasure Map, Part 2

**Hawaii Content and Performance Standards  
Language Arts**

Grade 3 - Adopted: 2010

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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.

**CONTENT STANDARD / COURSE**    **HI.CC.L.3. Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

William Penn, Part 1

**Hawaii Content and Performance Standards**

**Language Arts**

Grade 3 - Adopted: 2010

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



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. Reading Standards for Informational Text 3.

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. Reading Standards for Informational Text 3.

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. Reading Standards for Informational Text 3.

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. Reading Standards: Foundational Skills 3.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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. Writing Standards 3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
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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.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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. Speaking and Listening Standards 3.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.3.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>

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. Speaking and Listening Standards 3.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 3.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION / TOPIC      L.3.2(a)      Capitalize appropriate words in titles.

**CONTENT STANDARD / COURSE**      **HI.CC.L.3. Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

**CONTENT STANDARD / COURSE**      **HI.CC.L.3. Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.4.</b>	<b>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.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.6.</b>	<b>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).</b>

William Penn, Part 2

**Hawaii Content and Performance Standards  
Language Arts  
Grade 3 - Adopted: 2010**

**CONTENT STANDARD / COURSE** **HI.CC.RF. Reading Standards: Foundational Skills**  
**3.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

EXPECTATION / TOPIC RF.3.3(a) Identify and know the meaning of the most common prefixes and derivational suffixes.

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

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

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

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD / COURSE**      **HI.CC.L.3. Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

**CONTENT STANDARD / COURSE**      **HI.CC.L.3. Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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(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).