Main Criteria: Adventures in Writing

Secondary Criteria: Hawaii Content and Performance Standards

Subject: Language Arts Grade: 3

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

| STANDARD / PERFORMANC E 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 / **PERFORMANC** E INDICATOR / **DOMAIN**

Craft and Structure

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

RI.3.4.

RI.3.7.

RI.3.8.

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

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Integration of Knowledge and Ideas

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

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 /

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

BENCHMARK CONTENT

HI.CC.RI. Reading Standards for Informational Text

STANDARD / COURSE

3.

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
|---|----------------------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD / COURSE | HI.CC.RF. 3. | Reading Standards: Foundational Skills |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / TOPIC | RF.3.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION / TOPIC | RF.3.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| | | |
| CONTENT STANDARD / COURSE | HI.CC.W.3 | Writing Standards |
| STANDARD / | HI.CC.W.3 | Writing Standards Text Types and Purposes |
| STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / | W.3.2. | |
| STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Text Types and Purposes |
| STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.2. | Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / | W.3.2. W.3.2(a) | Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD / | W.3.2(a) W.3.2(b) HI.CC.W. | Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. |

BENCHMARK

| 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 | HI.CC.W. | Writing Standards |

3.

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Writing |
|---|---------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / | 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

BENCHMARK

HI.CC.SL. Speaking and Listening Standards

STANDARD / Comprehension and Collaboration **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) **GRADE LEVEL** with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own **EXPECT ATION** clearly. / BENCHMARK EXPECTATION / SL.3.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and TOPIC other information known about the topic to explore ideas under discussion. EXPECTATION / SL.3.1(b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, **TOPIC** speaking one at a time about the topics and texts under discussion). EXPECTATION / SL.3.1(c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks

CONTENT STANDARD / COURSE

TOPIC

TOPIC

HI.CC.SL. Speaking and Listening Standards

EXPECTATION / SL.3.1(d) Explain their own ideas and understanding in light of the discussion.

of others.

STANDARD / Comprehension and Collaboration
PERFORMANC
E INDICATOR /
DOMAIN

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.

EXPECTATION /

EXPECTATION /

TOPIC

TOPIC

L.3.2(e)

L.3.2(f)

sitting, smiled, cries, happiness).

rules, meaningful word parts) in writing words.

HI.CC.SL. Speaking and Listening Standards

| STANDARD / COURSE | 3. | |
|--|------------|---|
| STANDARD / PERFORMANC E 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 / PERFORMANC E 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. |
| | ,, | Use coordinating and subordinating conjunctions. Language Standards |
| TOPIC CONTENT STANDARD / | ,, | |
| CONTENT STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / | HI.CC.L.3. | . Language Standards |

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Knowledge of Language |
|---|--------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

EXPECTATION / L.3.3(a) TOPIC

Choose words and phrases for effect.

CONTENT STANDARD / COURSE

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
|---|--------|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / 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 / L.3.4(a) **TOPIC**

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 / PERFORMANC E 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 / L.3.5(a) TOPIC

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 / PERFORMANC E 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). |

Dolphins

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

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Key Ideas and Details |
|---|---------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / | 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

BENCHMARK

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

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Craft and Structure |
|---|---------|---|
| INDICATOR / | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 |

GRADE LEVEL EXPECTATION / **BENCHMARK**

topic or subject area.

CONTENT STANDARD / **COURSE**

HI.CC.RI. Reading Standards for Informational Text

| STANDARD / PERFORMANC E 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 / | 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) |

BENCHMARK CONTENT

EXPECTATION /

HI.CC.RI. Reading Standards for Informational Text

STANDARD / 3. COURSE

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
|---|----------|---|
| INDICATOR / | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and |

GRADE LEVEL EXPECTATION / ${\tt BENCHMARK}$

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 / PERFORMANC E INDICATOR / DOMAIN | | Phonics and Word Recognition |
|---|-----------------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | RF.3.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| EXPECTATION / TOPIC | RF.3.3(a) | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| EXPECTATION / TOPIC | RF.3.3(b) | Decode words with common Latin suffixes. |
| CONTENT STANDARD / COURSE | HI.CC.RF. 3. | Reading Standards: Foundational Skills |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / TOPIC | RF.3.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION / TOPIC | RF.3.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / COURSE | HI.CC.W.3 | Writing Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Text Types and Purposes |
|---|----------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / 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 HI STANDARD / 3. COURSE

HI.CC.W. Writing Standards

| STANDARD / PERFORMANC E 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. |

HI.CC.W. Writing Standards

| STANDARD / PERFORMANC E 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 / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
|---|-----------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / TOPIC | SL.3.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / TOPIC | SL.3.1(b) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION / TOPIC | SL.3.1(c) | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |

CONTENT STANDARD / **COURSE**

TOPIC

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

EXPECTATION / SL.3.1(d) Explain their own ideas and understanding in light of the discussion.

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
|--|-----------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.2. | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD / COURSE | HI.CC.SL. 3. | Speaking and Listening Standards |
| STANDARD / PERFORMANC E 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 / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION / TOPIC | L.3.1(a) | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| EXPECTATION / TOPIC | L.3.1(d) | Form and use regular and irregular verbs. |
| CONTENT STANDARD / COURSE | HI.CC.L.3 | Language Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| | | |

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

| 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. |

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Knowledge of Language |
|---|----------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION / | L.3.3(a) | Choose words and phrases for effect. |

CONTENT STANDARD /

TOPIC

COURSE

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
|---|----------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION / TOPIC | L.3.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase. |
| EXPECTATION / TOPIC | L.3.4(b) | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |

CONTENT STANDARD / COURSE

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
|---|--------|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |

EXPECTATION / L.3.5(a) TOPIC

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

STANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL Integration of Knowledge and Ideas Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK

BENCHMARK

INDICATOR / 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).

EXPECTATION /

$\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 3.

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
|--|-----------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD / COURSE | HI.CC.RF. 3. | Reading Standards: Foundational Skills |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Phonics and Word Recognition |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| EXPECTATION / TOPIC | RF.3.3(a) | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| EXPECTATION / TOPIC | RF.3.3(b) | Decode words with common Latin suffixes. |
| CONTENT STANDARD / COURSE | HI.CC.RF. 3. | Reading Standards: Foundational Skills |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / TOPIC | RF.3.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION / TOPIC | RF.3.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / COURSE | HI.CC.W.3 | Writing Standards |
| STANDARD / PERFORMANC E 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. |

HI.CC.W. Writing Standards

3.

| STANDARD / PERFORMANC E 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 / | 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

BENCHMARK

HI.CC.W. Writing Standards

3.

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

TOPIC

EXPECTATION / 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. |

STANDARD /

HI.CC.SL. Speaking and Listening Standards

Comprehension and Collaboration

D / 3.

| PERFORMANC E INDICATOR / DOMAIN | | |
|---------------------------------------|---------|--|
| | | |
| INDICATOR / | SL.3.2. | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and |
| GRADE LEVEL | | formats, including visually, quantitatively, and orally. |
| EXPECTATION / | | |

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.SL. Speaking and Listening Standards

| STANDARD / PERFORMANC E 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 / PERFORMANC E 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. |

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|---|----------|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION / TOPIC | L.3.2(a) | Capitalize appropriate words in titles. |
| EXPECTATION / TOPIC | L.3.2(e) | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| EXPECTATION / TOPIC | L.3.2(f) | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |

CONTENT ST ANDARD / COURSE

HI.CC.L.3. Language Standards

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

EXPECTATION / L.3.3(a) TOPIC

Choose words and phrases for effect.

CONTENT STANDARD / COURSE

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
|---|----------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION / TOPIC | L.3.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase. |
| EXPECTATION / TOPIC | L.3.4(b) | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |

CONTENT STANDARD / COURSE

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E 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 / PERFORMANC E 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). |
| | | Hannibal's War |
| | | Hawaii Content and Performance Standards |
| | | Language Arts |
| | | Grade 3 - Adopted: 2010 |
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / | | Key Ideas and Details |

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Key Ideas and Details |
|--|---------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |

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

| STANDARD / PERFORMANC E 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 HI.CC.RI. Reading Standards for Informational Text STANDARD / 3.
COURSE

| STANDARD / PERFORMANC E 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). |

HI.CC.RI. Reading Standards for Informational Text

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
|---|----------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / | 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**

BENCHMARK

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

STANDARD / Fluency PERFORMANC E INDICATOR / DOMAIN RF.3.4. Read with sufficient accuracy and fluency to support comprehension. INDICATOR /

| EXPECTATION / BENCHMARK | | |
|-------------------------|-----------|--|
| EXPECTATION / TOPIC | RF.3.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION / TOPIC | RF.3.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

CONTENT STANDARD / COURSE

HI.CC.W.3 Writing Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | Text Types and Purposes |
|---|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

TOPIC

EXPECTATION / W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION / W.3.2(b) Develop the topic with facts, definitions, and details. **TOPIC** CONTENT HI.CC.W. Writing Standards STANDARD / 3. **COURSE** STANDARD / **Production and Distribution of Writing PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to **GRADE LEVEL** task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) EXPECTATION / **BENCHMARK** INDICATOR / W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, **GRADE LEVEL** and editing. EXPECTATION / **BENCHMARK** INDICATOR / W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as **GRADE LEVEL** well as to interact and collaborate with others. EXPECTATION / **BENCHMARK** CONTENT **HI.CC.W. Writing Standards** STANDARD / **COURSE** STANDARD / Range of Writing **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. EXPECTATION / **BENCHMARK** CONTENT HI.CC.SL. Speaking and Listening Standards STANDARD / 3. **COURSE** STANDARD / Comprehension and Collaboration

| PERFORMANC E INDICATOR / DOMAIN | | |
|--|-----------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / TOPIC | SL.3.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / TOPIC | SL.3.1(b) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |

| EXPECTATION / TOPIC | SL.3.1(c) | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
|--|-----------------|---|
| EXPECTATION / TOPIC | SL.3.1(d) | Explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / COURSE | HI.CC.SL. 3. | Speaking and Listening Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.2. | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD / COURSE | HI.CC.SL. 3. | Speaking and Listening Standards |
| STANDARD / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E 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. |

HI.CC.L.3. Language Standards

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

EXPECTATION / L.3.3(a) TOPIC

Choose words and phrases for effect.

CONTENT STANDARD / COURSE

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | Vocabulary Acquisition and Use |
|---|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | 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 / L.3.4(a) TOPIC

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 / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
|---|--------|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |

EXPECTATION / L.3.5(a)

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

TOPIC

HI.CC.L.3 Language Standards

| STANDARD / PERFORMANC E 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). |

John Muir

Hawaii Content and Performance Standards Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD / COURSE

3.

HI.CC.RI. Reading Standards for Informational Text

| STANDARD / PERFORMANC E 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 / Craft and Structure
PERFORMANC
E INDICATOR /
DOMAIN

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.3.4.

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

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

STANDARD / PERFORMANC E INDICATOR / DOMAIN

INDICATOR / RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
|--|-----------------|---|
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD / COURSE | HI.CC.RF. 3. | Reading Standards: Foundational Skills |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / TOPIC | RF.3.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION / TOPIC | RF.3.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / COURSE | HI.CC.W.3 | B Writing Standards |
| STANDARD / PERFORMANC E 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 / W.3.2(d) Provide a concluding statement or section.

TOPIC

HI.CC.W. Writing Standards 3.

| STANDARD / PERFORMANC E 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 / PERFORMANC E 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

TOPIC

 $\mbox{HI.CC.SL.}$ Speaking and Listening Standards 3.

| COUNSE | | |
|--|-----------|--|
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / TOPIC | SL.3.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / TOPIC | SL.3.1(b) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION / TOPIC | SL.3.1(c) | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| EXPECTATION / | SL.3.1(d) | Explain their own ideas and understanding in light of the discussion. |

COURSE

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

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
|--|-----------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.2. | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD / COURSE | HI.CC.SL. 3. | Speaking and Listening Standards |
| STANDARD / PERFORMANC E 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 / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION / TOPIC | L.3.1(a) | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| EXPECTATION / TOPIC | L.3.1(d) | Form and use regular and irregular verbs. |
| CONTENT STANDARD / COURSE | HI.CC.L.3 | Language Standards |
| STANDARD / PERFORMANC E 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(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. |

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Knowledge of Language |
|---|--------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

EXPECTATION / L.3.3(a) TOPIC

Choose words and phrases for effect.

CONTENT STANDARD / **COURSE**

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
|---|--------|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / 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 / L.3.4(a) TOPIC

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 / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
|---|--------|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |

EXPECTATION / L.3.5(a)

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

TOPIC

HI.CC.L.3 Language Standards

| STANDARD / PERFORMANC E 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). |

Leif Eriksson

Hawaii Content and Performance Standards Language Arts

Grade 3 - Adopted: 2010

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

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Key Ideas and Details |
|---|---------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / | 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

BENCHMARK

 $\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 3.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Craft and Structure

Craft and Structure

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

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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

EXPECTATION / BENCHMARK

 $\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 3.

| STANDARD / PERFORMANC E 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 | 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). |

$\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 3.

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
|--|----------------------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD / COURSE | HI.CC.RF. 3. | Reading Standards: Foundational Skills |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / TOPIC | RF.3.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION / TOPIC | RF.3.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| | | |
| CONTENT STANDARD / COURSE | HI.CC.W.3 | Writing Standards |
| STANDARD / | | Writing Standards Text Types and Purposes |
| STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / | W.3.2. | |
| STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Text Types and Purposes |
| STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.2. | Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / | W.3.2. W.3.2(a) | Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC EXPECTATION / TOPIC EXPECTATION / TOPIC | W.3.2(a) W.3.2(b) W.3.2(d) | Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. |

| 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. |

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E 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

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

| DOMAIN | | |
|--|-----------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / TOPIC | SL.3.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / TOPIC | SL.3.1(b) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION / TOPIC | SL.3.1(c) | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| EXPECTATION / TOPIC | SL.3.1(d) | Explain their own ideas and understanding in light of the discussion. |

CONTENT STANDARD / **COURSE**

HI.CC.SL. Speaking and Listening Standards

3.

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
|--|-----------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.2. | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD / COURSE | HI.CC.SL. 3. | Speaking and Listening Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| ST ANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION / TOPIC | L.3.1(a) | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| EXPECTATION / TOPIC | L.3.1(d) | Form and use regular and irregular verbs. |
| EXPECTATION / TOPIC | L.3.1(f) | Ensure subject-verb and pronoun-antecedent agreement. |
| CONTENT STANDARD / COURSE | HI.CC.L.3 | Language Standards |
| STANDARD / PERFORMANC E 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. |

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | Knowledge of Language |
|--|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

EXPECTATION / L.3.3(a) TOPIC

Choose words and phrases for effect.

CONTENT STANDARD / COURSE

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E 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 / L.3.4(a) TOPIC

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 / PERFORMANC E INDICATOR / DOMAIN | Vocabulary Acquisition and Use |
|---|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | Demonstrate understanding of word relationships and nuances in word meanings. |

EXPECTATION / L.3.5(a) TOPIC

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

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

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison,

cause/effect, first/second/third in a sequence).

BENCHMARK

GRADE LEVEL

EXPECTATION / BENCHMARK

INDICATOR / RI.3.8.

$\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 3.

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
|--|----------------------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD / COURSE | HI.CC.RF. 3. | Reading Standards: Foundational Skills |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / TOPIC | RF.3.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION / TOPIC | RF.3.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| | | |
| CONTENT STANDARD / COURSE | HI.CC.W.3 | Writing Standards |
| STANDARD / | | Writing Standards Text Types and Purposes |
| STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / | W.3.2. | |
| STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Text Types and Purposes |
| STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.2. | Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / | W.3.2. W.3.2(a) | Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC EXPECTATION / TOPIC EXPECTATION / TOPIC | W.3.2(a) W.3.2(b) W.3.2(d) | Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. |

| 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. |

HI.CC.W. Writing Standards

STANDARD / **PERFORMANC** E 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

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
|--|-----------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / TOPIC | SL.3.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / | 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). |

SL.3.1(c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks EXPECTATION / **TOPIC** of others. EXPECTATION / SL.3.1(d) Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / **COURSE**

TOPIC

HI.CC.SL. Speaking and Listening Standards

3.

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
|--|-----------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.2. | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD / COURSE | HI.CC.SL. 3. | Speaking and Listening Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CONTENT STANDARD / COURSE | HI.CC.L.3 | Language Standards |
| ST ANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION / TOPIC | L.3.1(a) | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| EXPECTATION / TOPIC | L.3.1(d) | Form and use regular and irregular verbs. |
| EXPECTATION / TOPIC | L.3.1(f) | Ensure subject-verb and pronoun-antecedent agreement. |
| CONTENT STANDARD / COURSE | HI.CC.L.3 | Language Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK

| 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. |

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | Knowledge of Language |
|--|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

EXPECTATION / L.3.3(a) TOPIC

Choose words and phrases for effect.

CONTENT STANDARD / COURSE

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E 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 / L.3.4(a) TOPIC

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 / PERFORMANC E INDICATOR / DOMAIN | Vocabulary Acquisition and Use |
|---|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | Demonstrate understanding of word relationships and nuances in word meanings. |

EXPECTATION / L.3.5(a) TOPIC

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 / PERFORMANC E 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). |
| | | Mayflower, Part 1 |
| | | Hawaii Content and Performance Standards |
| | | Language Arts |
| | | Grade 3 - Adopted: 2010 |
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / PERFORMANC E 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 / | HI.CC.RI. 3. | Reading Standards for Informational Text |

COURSE

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Craft and Structure

INDICATOR / **GRADE LEVEL** EXPECTATION / BENCHMARK

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

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

INDICATOR /

GRADE LEVEL

EXPECTATION / BENCHMARK

Integration of Knowledge and Ideas

RI.3.7.

RI.3.4.

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

INDICATOR / **GRADE LEVEL** EXPECTATION /

BENCHMARK

RI.3.8.

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.9. | Compare and contrast the most important points and key details presented in two texts on the same topic. |
|--|-----------------|---|
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD / COURSE | HI.CC.RF 3. | . Reading Standards: Foundational Skills |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / TOPIC | RF.3.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION / TOPIC | RF.3.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / COURSE | HI.CC.W. 3. | Writing Standards |
| STANDARD / PERFORMANC E 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 | HI.CC.W. | Writing Standards |

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

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Research to Build and Present Knowledge |
|--|-----------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.8. | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| CONTENT STANDARD / COURSE | HI.CC.W. 3. | Writing Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| CONTENT STANDARD / COURSE | HI.CC.SL. 3. | Speaking and Listening Standards |
| STANDARD / PERFORMANC E 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. |

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
|---|-----------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / TOPIC | SL.3.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / TOPIC | SL.3.1(b) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION / TOPIC | SL.3.1(c) | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| EXPECTATION / TOPIC | SL.3.1(d) | Explain their own ideas and understanding in light of the discussion. |

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

BENCHMARK

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
|---|---------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / | 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. |

$\mbox{HI.CC.SL.}$ Speaking and Listening Standards 3.

| STANDARD / PERFORMANC E 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 / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION / TOPIC | L.3.1(a) | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION / TOPIC | L.3.3(a) | Choose words and phrases for effect. |
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| STANDARD / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E 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). |
| | | Mayflower, Part 2 |
| | | Hawaii Content and Performance Standards Language Arts Grade 3 - Adopted: 2010 |
| CONTENT STANDARD / COURSE | HI.CC.W.3 | Writing Standards |

COURSE

| STANDARD / PERFORMANC E 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. |

HI.CC.W. Writing Standards 3.

| STANDARD / PERFORMANC E 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

STANDARD / PERFORMANC E 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 / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|---|----------|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION / TOPIC | L.3.1(a) | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| 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

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|--|------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION / TOPIC | L.3.2(a) | Capitalize appropriate words in titles. |
| EXPECTATION / TOPIC | L.3.2(e) | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| EXPECTATION / TOPIC | L.3.2(f) | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| STANDARD / PERFORMANC E 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. |

My Friend, Part 1

Hawaii Content and Performance Standards Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD / COURSE $\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 3.

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Craft and Structure |
|--|---------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |

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

| STANDARD / PERFORMANC E INDICATOR / DOMAIN |
|---|
|---|

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
|--|----------------|---|
| EXPECTATION / TOPIC | W.3.2(a) | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| CONTENT STANDARD / COURSE | HI.CC.W. 3. | Writing Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / COURSE | HI.CC.W. 3. | Writing Standards |
| STANDARD / PERFORMANC E 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 |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / TOPIC | SL.3.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / TOPIC | SL.3.1(b) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION / | SL.3.1(c) | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others |

TOPIC

of others.

EXPECTATION / SL.3.1(d) Explain their own ideas and understanding in light of the discussion. TOPIC

CONTENT STANDARD / **COURSE**

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

| STANDARD / PERFORMANC E 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 / | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

CONTENT STANDARD / **COURSE**

BENCHMARK

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Knowledge of Language |
|---|--------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

EXPECTATION / L.3.3(a) **TOPIC**

Choose words and phrases for effect.

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

| STANDARD / PERFORMANC E 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). |

My Friend, Part 2

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

CONTENT STANDARD / **COURSE**

HI.CC.W.3 Writing Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Text Types and Purposes |
|---|----------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / 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. |

STANDARD /

DOMAIN

HI.CC.W. Writing Standards

PERFORMANC E INDICATOR /

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 / **PERFORMANC** E 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**

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|--|-------------------------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION / TOPIC | L.3.1(a) | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| EXPECTATION / TOPIC | L.3.1(d) | Form and use regular and irregular verbs. |
| CONTENT STANDARD / | HI.CC.L.3. Language Standards | |

COURSE

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|--|----------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION / TOPIC | L.3.2(a) | Capitalize appropriate words in titles. |
| EXPECTATION / TOPIC | L.3.2(e) | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| EXPECTATION / TOPIC | L.3.2(f) | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |

CONTENT STANDARD / COURSE

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | Knowledge of Language |
|---|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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

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.

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Craft and Structure |
|---|----------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD / COURSE | HI.CC.W.S | 3 Writing Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION / TOPIC | W.3.2(a) | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| CONTENT STANDARD / COURSE | HI.CC.W. 3. | Writing Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / COURSE | HI.CC.W. 3. | Writing Standards |
| STANDARD / | | Range of Writing |

| STANDARD / PERFORMANC E 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. |

HI.CC.SL. Speaking and Listening Standards

3.

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
|---|-----------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / TOPIC | SL.3.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / TOPIC | SL.3.1(b) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION / TOPIC | SL.3.1(c) | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| EXPECTATION / TOPIC | SL.3.1(d) | Explain their own ideas and understanding in light of the discussion. |

HI.CC.SL. Speaking and Listening Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Presentation of Knowledge and Ideas |
|--|---------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

CONTENT STANDARD /

COURSE

EXPECTATION / BENCHMARK

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | Knowledge of Language |
|---|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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

CONTENT STANDARD / COURSE

| STANDARD / PERFORMANC E 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). |

My House, Part 2

Hawaii Content and Performance Standards Language Arts

Grade 3 - Adopted: 2010

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

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

CONTENT STANDARD / COURSE

TOPIC

EXPECTATION / W.3.2(d)

3.

HI.CC.W. Writing Standards

Provide a concluding statement or section.

| STANDARD / PERFORMANC E 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 / | 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.

BENCHMARK

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.

HI.CC.W. Writing Standards 3.

| STANDARD / PERFORMANC E 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 / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|---|----------|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION / TOPIC | L.3.1(a) | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| EXPECTATION / TOPIC | L.3.1(d) | Form and use regular and irregular verbs. |

CONTENT STANDARD / COURSE

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E 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

| STANDARD / PERFORMANC E 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. |
| | | Nile River, Yangtze River |
| | | Hawaii Content and Performance Standards Language Arts Grade 3 - Adopted: 2010 |
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
|--|-----------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD / COURSE | HI.CC.RF. 3. | Reading Standards: Foundational Skills |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Phonics and Word Recognition |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| EXPECTATION / TOPIC | RF.3.3(a) | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| EXPECTATION / TOPIC | RF.3.3(b) | Decode words with common Latin suffixes. |
| CONTENT STANDARD / COURSE | HI.CC.RF. 3. | Reading Standards: Foundational Skills |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / TOPIC | RF.3.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION / TOPIC | RF.3.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / COURSE | HI.CC.W. 3. | Writing Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

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

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
|---|-----------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / TOPIC | SL.3.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / TOPIC | SL.3.1(b) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION / TOPIC | SL.3.1(c) | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| EXPECTATION / TOPIC | SL.3.1(d) | Explain their own ideas and understanding in light of the discussion. |

CONTENT STANDARD / COURSE

HI.CC.SL. Speaking and Listening Standards

| STANDARD / PERFORMANC E 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 H STANDARD / 3. COURSE

HI.CC.SL. Speaking and Listening Standards

| STANDARD / PERFORMANC E 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

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|---|------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION / TOPIC | L.3.2(e) | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION / TOPIC | L.3.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase. |
| EXPECTATION / TOPIC | L.3.4(b) | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECT ATION / 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 / PERFORMANC E 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). |

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

| STANDARD / PERFORMANC E 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 / | Craft and Structure |
|---------------|---------------------|
| | |
| PERFORMANC | |
| E INDICATOR / | |
| | |
| DOMAIN | |

INDICATOR / **GRADE LEVEL** EXPECTATION / BENCHMARK

RI.3.4.

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

CONTENT STANDARD / **COURSE**

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

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Integration of Knowledge and Ideas |
|--|---------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |

CONTENT STANDARD / **COURSE**

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

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
|---|----------|--|
| INDICATOR / | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity hand independently and proficiently |

EXPECTATION / **BENCHMARK**

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 / PERFORMANC E INDICATOR / DOMAIN | | Phonics and Word Recognition |
|---|-----------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| EXPECTATION / TOPIC | RF.3.3(a) | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| EXPECTATION / TOPIC | RF.3.3(b) | Decode words with common Latin suffixes. |
| CONTENT STANDARD / COURSE | HI.CC.RF. 3. | Reading Standards: Foundational Skills |
| STANDARD / PERFORMANC E 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 |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / COURSE | HI.CC.SL. 3. | Speaking and Listening Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / | 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 |

other information known about the topic to explore ideas under discussion.

TOPIC

| 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. |

HI.CC.SL. Speaking and Listening Standards

3.

| STANDARD / PERFORMANC E 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

| STANDARD / PERFORMANC E 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 / | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|---|----------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION / | L.3.2(e) | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., |

TOPIC L.3.2(6

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

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
|--|------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION / TOPIC | L.3.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase. |
| EXPECTATION / TOPIC | L.3.4(b) | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | Vocabulary Acquisition and Use |
|--|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | Demonstrate understanding of word relationships and nuances in word meanings. |

EXPECTATION / L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). TOPIC

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

| STANDARD / PERFORMANC E 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). |

Roanoke, Part 1

Hawaii Content and Performance Standards Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD / COURSE $\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 3.

| STANDARD / | |
|---------------|--|
| PERFORMANC | |
| E INDICATOR / | |
| DOMAIN | |

Key Ideas and Details

Determine the main idea of a text; recount the key details and explain how they support the main idea.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.3.2.

$\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 3.

| COURSE | | |
|--|-----------------|---|
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.9. | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD / COURSE | HI.CC.RF. 3. | . Reading Standards: Foundational Skills |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |

| EXPECTATION / TOPIC | RF.3.4(a) | Read on-level text with purpose and understanding. |
|--|-----------------|---|
| EXPECTATION / TOPIC | RF.3.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / COURSE | HI.CC.W. 3. | Writing Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / COURSE | HI.CC.W. 3. | Writing Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Research to Build and Present Knowledge |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.8. | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| CONTENT STANDARD / COURSE | HI.CC.W. 3. | Writing Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| CONTENT STANDARD / COURSE | HI.CC.SL. 3. | . Speaking and Listening Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
|--|-----------|--|
| EXPECTATION / TOPIC | SL.3.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / TOPIC | SL.3.1(b) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION / TOPIC | SL.3.1(c) | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| EXPECTATION / TOPIC | SL.3.1(d) | Explain their own ideas and understanding in light of the discussion. |

 $\mbox{HI.CC.SL.}$ Speaking and Listening Standards 3.

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
|---|---------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / | 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

3.

BENCHMARK

HI.CC.SL. Speaking and Listening Standards

COURSE

| STANDARD / PERFORMANC E 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

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | Conventions of Standard English |
|---|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | 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 |
| ST ANDARD / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| | | |

INDICATOR / L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and **GRADE LEVEL** phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for EXPECTATION / them). **BENCHMARK**

Roanoke, Part 2

Hawaii Content and Performance Standards Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD / **COURSE**

HI.CC.W.3 Writing Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Text Types and Purposes |
|---|----------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / 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 / | W.3.2(b) | Develop the topic with facts, definitions, and details. |

EXPECTATION / W.3.2(d) Provide a concluding statement or section.

CONTENT STANDARD / **COURSE**

TOPIC

TOPIC

HI.CC.W. Writing Standards 3.

| STANDARD / PERFORMANC E 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. |

BENCHMARK

CONTENT STANDARD /

COURSE

HI.CC.W. Writing Standards 3.

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Writing |
|--|----------------------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | | 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 / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION / TOPIC | L.3.1(a) | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| EXPECTATION / TOPIC | L.3.1(d) | Form and use regular and irregular verbs. |
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| | | |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
| PERFORMANC E INDICATOR / | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION | | Demonstrate command of the conventions of standard English capitalization, punctuation, and |
| PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / | L.3.2(a) | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., |
| PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC | L.3.2(a) L.3.2(e) L.3.2(f) | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending |
| PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD / | L.3.2(a) L.3.2(e) L.3.2(f) | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |

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.

| 0001102 |
|-------------------|
| STANDARD / |
| PERFORMANC |

E 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

STANDARD /

PERFORMANC E 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

STANDARD / **PERFORMANC**

Integration of Knowledge and Ideas

E INDICATOR / **DOMAIN**

RI.3.7.

3.

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).

GRADE LEVEL EXPECTATION / **BENCHMARK**

INDICATOR /

CONTENT STANDARD / **COURSE**

HI.CC.RI. Reading Standards for Informational Text

STANDARD / **PERFORMANC** E 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.

$\mbox{HI.CC.RF.}$ Reading Standards: Foundational Skills 3.

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Fluency |
|--|-----------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / TOPIC | RF.3.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION / TOPIC | RF.3.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

CONTENT STANDARD / **COURSE**

HI.CC.W.3 Writing Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Text Types and Purposes |
|---|----------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION / TOPIC | W.3.2(a) | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| EXPECTATION / TOPIC | W.3.2(b) | Develop the topic with facts, definitions, and details. |

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards 3.

| STANDARD / PERFORMANC E 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.

HI.CC.W. Writing Standards 3.

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Writing |
|---|---------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / | 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

BENCHMARK

HI.CC.SL. Speaking and Listening Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
|---|-----------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / TOPIC | SL.3.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / TOPIC | SL.3.1(b) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION / | SL.3.1(c) | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks |

TOPIC

TOPIC

HI.CC.SL. Speaking and Listening Standards

EXPECTATION / SL.3.1(d) Explain their own ideas and understanding in light of the discussion.

of others.

CONTENT H STANDARD / 3. COURSE

| STANDARD / PERFORMANC E 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

$\mbox{HI.CC.SL.}$ Speaking and Listening Standards 3.

| STANDARD / PERFORMANC E INDICATOR / | Presentation of Knowledge and Ideas |
|-------------------------------------|-------------------------------------|
| DOMAIN | |

| 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 / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E 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 / Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). L.3.5(a) **TOPIC** CONTENT **HI.CC.L.3 Language Standards** STANDARD / COURSE STANDARD / Vocabulary Acquisition and Use **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / 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 **GRADE LEVEL** EXPECTATION / them). **BENCHMARK** Roman Hoplite, American Quarter Horse Hawaii Content and Performance Standards Language Arts Grade 3 - Adopted: 2010 CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / **COURSE** STANDARD / **Key Ideas and Details PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. **GRADE LEVEL** EXPECTATION / BENCHMARK CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / **COURSE** Craft and Structure STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 **GRADE LEVEL** topic or subject area. EXPECTATION / BENCHMARK CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / 3. **COURSE** STANDARD / Integration of Knowledge and Ideas **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate **GRADE LEVEL** understanding of the text (e.g., where, when, why, and how key events occur). EXPECTATION / BENCHMARK

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
|--|-----------------|---|
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD / COURSE | HI.CC.RF. 3. | Reading Standards: Foundational Skills |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / TOPIC | RF.3.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION / TOPIC | RF.3.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / COURSE | HI.CC.W. 3. | Writing Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / COURSE | HI.CC.SL. 3. | Speaking and Listening Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |

| EXPECTATION / TOPIC | SL.3.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
|------------------------|-----------|--|
| EXPECTATION / TOPIC | SL.3.1(b) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION / TOPIC | SL.3.1(c) | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| EXPECTATION / TOPIC | SL.3.1(d) | Explain their own ideas and understanding in light of the discussion. |

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

| STANDARD / | Comprehension and Collaboration |
|------------|---------------------------------|
| DEBEORMANC | • |

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

SL.3.2.

SL.3.6.

E INDICATOR / **DOMAIN**

> 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**

STANDARD /

PERFORMANC E INDICATOR / HI.CC.SL. Speaking and Listening Standards

Presentation of Knowledge and Ideas

DOMAIN Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, SL.3.4.

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

speaking clearly at an understandable pace.

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

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 / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|---|----------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EVDECTATION! / | 1.2.1(a) | Evaluing the function of names prepared upon a directive and adverted in general and their functions is portioned. |

EXPECTATION / L.3.1(a) TOPIC

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

EXPECTATION / L.3.1(d) Form and use regular and irregular verbs. **TOPIC** CONTENT HI.CC.L.3. Language Standards STANDARD / COURSE STANDARD / Vocabulary Acquisition and Use **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade **GRADE LEVEL** 3 reading and content, choosing flexibly from a range of strategies. **EXPECT ATION** / BENCHMARK EXPECTATION / Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4(a) **TOPIC** CONTENT HI.CC.L.3. Language Standards STANDARD / **COURSE** STANDARD / Vocabulary Acquisition and Use **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.3.5. Demonstrate understanding of word relationships and nuances in word meanings. **GRADE LEVEL EXPECT ATION** / BENCHMARK EXPECTATION / L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). **TOPIC** CONTENT **HI.CC.L.3 Language Standards** STANDARD / **COURSE** STANDARD / Vocabulary Acquisition and Use **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and **GRADE LEVEL** phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for EXPECTATION / them). BENCHMARK Rooster, Part 1 Hawaii Content and Performance Standards Language Arts Grade 3 - Adopted: 2010 CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / 3. **COURSE** STANDARD / **Key Ideas and Details**

PERFORMANC E INDICATOR / DOMAIN

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.1. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
|--|-----------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / PERFORMANC E 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 HI.CC.RF. Reading Standards: Foundational Skills ST ANDARD / 3.
COURSE

| STANDARD / PERFORMANC E 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 |
| STANDARD / PERFORMANC E 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 |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| CONTENT STANDARD / COURSE | HI.CC.SL. 3. | Speaking and Listening Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) |

| STANDARD / PERFORMANC E 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 / SL.3.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and TOPIC 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. |

HI.CC.SL. Speaking and Listening Standards

3.

| STANDARD / PERFORMANC E 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

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Presentation of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

SL.3.4.

SL.3.6.

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

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 / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|---|----------|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION / TOPIC | L.3.1(a) | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| EXPECTATION / TOPIC | L.3.1(d) | Form and use regular and irregular verbs. |

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Knowledge of Language |
|--|----------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EVENTATION / | 1.0.0(-) | |

EXPECTATION / L.3.3(a) TOPIC

Choose words and phrases for effect.

CONTENT STANDARD /

COURSE

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
|---|--------|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / 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 / L.3.4(a) TOPIC

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 / PERFORMANC E 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 / L.3.5(a) **TOPIC**

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / **COURSE**

DOMAIN

HI.CC.L.3 Language Standards

| STANDARD / | |
|---------------|--|
| PERFORMANC | |
| E INDICATOR / | |

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).

Rooster, Part 2

Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD / COURSE

HI.CC.W.3 Writing Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Text Types and Purposes |
|---|----------|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / 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 / PERFORMANC E 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

| STANDARD / PERFORMANC E 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. |

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|---|------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION / TOPIC | L.3.1(a) | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| EXPECTATION / TOPIC | L.3.1(d) | Form and use regular and irregular verbs. |
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION / TOPIC | L.3.2(a) | Capitalize appropriate words in titles. |
| EXPECTATION / TOPIC | L.3.2(e) | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| EXPECTATION / TOPIC | L.3.2(f) | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Knowledge of Language |
| | | |
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

The Fox and the Crow, Part 1

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

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Key Ideas and Details |
|--|---------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RL.3.1. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RL.3.2. | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RL.3.3. | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |

CONTENT STANDARD / COURSE

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

STANDARD / PERFORMANC E INDICATOR / DOMAIN

INDICATOR / 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.

BENCHMARK

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.

STANDARD / PERFORMANC E INDICATOR /

DOMAIN

Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

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.

RL.3.7.

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
|--|----------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RL.3.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD / COURSE | HI.CC.RF. | Reading Standards: Foundational Skills |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / TOPIC | RF.3.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION / TOPIC | RF.3.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / COURSE | HI.CC.W.3 | 8 Writing Standards |
| STANDARD / PERFORMANC E 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 / PERFORMANC E 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 / |
|---------------|
| PERFORMANC |
| E 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

| ST ANDARD / |
|---------------|
| PERFORMANC |
| E INDICATOR / |
| DOMAIN |

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

/ BENCHMARK EXPECTATION /

INDICATOR /

GRADE LEVEL

EXPECT ATION

SL.3.1(a)

SL.3.1.

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**

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).

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks

EXPECTATION / SL.3.1(c) **TOPIC**

of others.

TOPIC

EXPECTATION / 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

Comprehension and Collaboration

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

SL.3.2.

3.

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.

BENCHMARK

INDICATOR /

GRADE LEVEL

EXPECTATION /

HI.CC.SL. Speaking and Listening Standards

STANDARD /

CONTENT COURSE

| STANDARD / PERFORMANC E 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 / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION / TOPIC | L.3.1(a) | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| EXPECTATION / TOPIC | L.3.1(d) | Form and use regular and irregular verbs. |
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| ST ANDARD / PERFORMANC E 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 / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |

Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

L.3.5.

EXPECTATION / L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). **TOPIC** CONTENT **HI.CC.L.3 Language Standards** STANDARD / **COURSE** STANDARD / **Vocabulary Acquisition and Use PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and L.3.6. phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for **GRADE LEVEL** them). EXPECTATION / **BENCHMARK**

The Fox and the Crow, Part 2

Hawaii Content and Performance Standards Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD / **COURSE**

HI.CC.RL. Reading Standards for Literature

| STANDARD / PERFORMANC E 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 / PERFORMANC E 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. Writing Standards

| STANDARD / PERFORMANC E 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 / PERFORMANC E INDICATOR / DOMAIN | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| CONTENT STANDARD / COURSE | HI.CC.SL. 3. | Speaking and Listening Standards |
| STANDARD / PERFORMANC E 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 / PERFORMANC E 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. |

| TOPIC | | sentences. |
|--|------------|---|
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION / TOPIC | L.3.2(a) | Capitalize appropriate words in titles. |
| EXPECTATION / TOPIC | L.3.2(e) | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| EXPECTATION / TOPIC | L.3.2(f) | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT STANDARD / COURSE | HI.CC.L.3 | Language Standards |
| STANDARD / PERFORMANC E 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. |

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular

The Theft of Thor's Hammer, Part 1

Hawaii Content and Performance Standards Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD / COURSE

EXPECTATION / L.3.1(a)

 $\mbox{HI.CC.RL.}$ Reading Standards for Literature 3.

| STANDARD / | Key Ideas and Details |
|---------------|-----------------------|
| PERFORMANC | , |
| | |
| E INDICATOR / | |
| DOMAIN | |

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.3.1.

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RL.3.2. | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
|--|-----------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RL.3.3. | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| CONTENT STANDARD / COURSE | HI.CC.RL. 3. | Reading Standards for Literature |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RL.3.4. | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RL.3.6. | Distinguish their own point of view from that of the narrator or those of the characters. |
| CONTENT STANDARD / COURSE | HI.CC.RL. 3. | Reading Standards for Literature |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RL.3.7. | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| CONTENT STANDARD / COURSE | HI.CC.RL. 3. | Reading Standards for Literature |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RL.3.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| OONTEL: | | Production Considerate Francisco College |

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

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

HI.CC.W. Writing Standards

3.

| STANDARD / PERFORMANC E 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

STANDARD /

HI.CC.SL. Speaking and Listening Standards

Comprehension and Collaboration

| PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Conadoration |
|--|-----------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / TOPIC | SL.3.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / TOPIC | SL.3.1(b) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION / TOPIC | SL.3.1(c) | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| EXPECTATION / TOPIC | SL.3.1(d) | Explain their own ideas and understanding in light of the discussion. |

CONTENT STANDARD / COURSE $\mbox{HI.CC.SL.}$ Speaking and Listening Standards 3.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Comprehension and Collaboration

Comprehension and Collaboration

Comprehension and Collaboration

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

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.

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

| ST ANDARD / PERFORMANC E 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 / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION / TOPIC | L.3.2(e) | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION / TOPIC | L.3.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase. |
| EXPECTATION / TOPIC | L.3.4(b) | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| | | |
| STANDARD / PERFORMANC E 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 / PERFORMANC E 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 Theft of Thor's Hammer, 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 / PERFORMANC E 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 | HI.CC.RF. | Reading Standards: Foundational Skills |

STANDARD / COURSE

3.

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

TOPIC

 ${\sf EXPECTATION\,/} \quad {\sf RF.3.3(a)} \quad {\sf Identify\ and\ know\ the\ meaning\ of\ the\ most\ common\ prefixes\ and\ derivational\ suffixes.}$

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

CONTENT STANDARD / COURSE

HI.CC.W.3 Writing Standards

| STANDARD / PERFORMANC E 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. Writing Standards

3.

| STANDARD / PERFORMANC E 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 / | 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

BENCHMARK

HI.CC.W. Writing Standards

3.

| STANDARD / PERFORMANC E 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.

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

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

EXPECTATION / L.3.2(f)

TOPIC

HI.CC.L.3. Language Standards

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

EXPECTATION / L.3.3(a)

Choose words and phrases for effect.

TOPIC

CONTENT STANDARD / **COURSE**

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
|---|----------|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / 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 / | L.3.4(b) | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., |

TOPIC

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.

STANDARD / **PERFORMANC** E 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**

STANDARD /

PERFORMANC E INDICATOR / **DOMAIN**

HI.CC.RI. Reading Standards for Informational Text

Craft and Structure

INDICATOR / RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 **GRADE LEVEL** topic or subject area. EXPECTATION / **BENCHMARK** CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / COURSE STANDARD / Integration of Knowledge and Ideas **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate **GRADE LEVEL** understanding of the text (e.g., where, when, why, and how key events occur). EXPECTATION / **BENCHMARK** INDICATOR / 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). **GRADE LEVEL** EXPECTATION / **BENCHMARK** CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / COURSE Range of Reading and Level of Text Complexity STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and **GRADE LEVEL** technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. EXPECTATION / **BENCHMARK** CONTENT HI.CC.RF. Reading Standards: Foundational Skills STANDARD / 3. **COURSE** STANDARD / **Phonics and Word Recognition PERFORMANC** E INDICATOR / **DOMAIN** Know and apply grade-level phonics and word analysis skills in decoding words. INDICATOR / RF.3.3. **GRADE LEVEL EXPECT ATION** / BENCHMARK RF.3.3(a) Identify and know the meaning of the most common prefixes and derivational suffixes. EXPECTATION / **TOPIC**

TOPIC

3.

HI.CC.RF. Reading Standards: Foundational Skills

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

CONTENT STANDARD / COURSE

EXPECTATION /

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Fluency |
|--|-----------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / TOPIC | RF.3.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION / TOPIC | RF.3.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / COURSE | HI.CC.W.3 | Writing Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION / TOPIC | W.3.2(a) | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| EXPECTATION / TOPIC | W.3.2(b) | Develop the topic with facts, definitions, and details. |
| CONTENT STANDARD / COURSE | HI.CC.W.3 | Writing Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| EXPECTATION / TOPIC | W.3.3(b) | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| CONTENT STANDARD / COURSE | HI.CC.W. | Writing Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL | 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.) |

EXPECTATION / BENCHMARK

| 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 | HI.CC.W. | Writing Standards |

3.

| STANDARD / PERFORMANC E 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

STANDARD / Comprehension and Collaboration
PERFORMANC
E INDICATOR /
DOMAIN

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

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

EXPECTATION / 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 / SL.3.1(c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks TOPIC of others.

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

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Comprehension and Collaboration

Comprehension and Collaboration

Comprehension and Collaboration

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

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.

$\mbox{HI.CC.SL.}$ Speaking and Listening Standards 3.

| STANDARD / PERFORMANC E 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 / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|---|----------|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION / TOPIC | L.3.1(a) | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |

CONTENT STANDARD / COURSE

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|---|----------|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION / TOPIC | L.3.2(a) | Capitalize appropriate words in titles. |
| EXPECTATION / TOPIC | L.3.2(e) | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| EXPECTATION / TOPIC | L.3.2(f) | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |

CONTENT STANDARD / COURSE

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E 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 / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION / TOPIC | L.3.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase. |
| EXPECTATION / TOPIC | L.3.4(b) | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECT ATION / 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 / PERFORMANC E 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). |
| | | |

CONTENT

HI.CC.RI. Reading Standards for Informational Text

| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
|--|-----------------|--|
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.1. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / PERFORMANC E 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 | 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 / 3. COURSE

EXPECTATION / ${\tt BENCHMARK}$

HI.CC.RI. Reading Standards for Informational Text

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | Range of Reading and Level of Text Complexity |
|---|---|

INDICATOR / RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and **GRADE LEVEL** technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. EXPECTATION / **BENCHMARK** CONTENT HI.CC.RF. Reading Standards: Foundational Skills STANDARD / COURSE STANDARD / Fluency **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RF.3.4. Read with sufficient accuracy and fluency to support comprehension. **GRADE LEVEL EXPECTATION** / BENCHMARK EXPECTATION / RF.3.4(a) Read on-level text with purpose and understanding. TOPIC EXPECTATION / RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **TOPIC** CONTENT **HI.CC.W. Writing Standards** STANDARD / 3. **COURSE** STANDARD / **Production and Distribution of Writing PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to **GRADE LEVEL** task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) EXPECTATION / BENCHMARK INDICATOR / W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, **GRADE LEVEL** and editing. EXPECTATION / **BENCHMARK** CONTENT HI.CC.W. Writing Standards STANDARD / 3. **COURSE** STANDARD / Range of Writing **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. EXPECTATION / **BENCHMARK**

CONTENT STANDARD / COURSE

3.

HI.CC.SL. Speaking and Listening Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
|--|-----------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / TOPIC | SL.3.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / TOPIC | SL.3.1(b) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION / TOPIC | SL.3.1(c) | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| EXPECTATION / TOPIC | SL.3.1(d) | Explain their own ideas and understanding in light of the discussion. |

HI.CC.SL. Speaking and Listening Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Comprehension and Collaboration

Comprehension and Collaboration

Comprehension and Collaboration

Comprehension and Collaboration

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

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

DOMAIN

HI.CC.SL. Speaking and Listening Standards

STANDARD / PERFORMANC E INDICATOR /

Presentation of Knowledge and Ideas

INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK

SL.3.4.

SL.3.6.

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 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 / |
|---------------|
| PERFORMANC |
| E 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 / PERFORMANC E 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 / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECT ATION / 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 / PERFORMANC E 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). |

Treasure Map, Part 2

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

CONTENT STANDARD / COURSE

HI.CC.W.3 Writing Standards

| STANDARD / PERFORMANC E 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. |

HI.CC.W. Writing Standards 3.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.3.4.

W.3.5.

W.3.6.

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

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

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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 / |
|---------------|
| PERFORMANC |
| E 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 / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|--|----------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION / TOPIC | L.3.1(a) | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| EXPECTATION / TOPIC | L.3.1(d) | Form and use regular and irregular verbs. |
| CONTENT | | Language Chandarda |

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|---|----------|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION / TOPIC | L.3.2(a) | Capitalize appropriate words in titles. |
| EXPECTATION / TOPIC | L.3.2(e) | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| EXPECTATION / TOPIC | L.3.2(f) | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |

CONTENT STANDARD / COURSE

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | Knowledge of Language |
|--|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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

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 / PERFORMANC E INDICATOR / DOMAIN | | Key Ideas and Details |
|--|-----------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RI.3.9. | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| CONTENT STANDARD / COURSE | HI.CC.RI. 3. | Reading Standards for Informational Text |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |

| STANDARD / PERFORMANC E 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. |

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

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Fluency |
|--|----------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / TOPIC | RF.3.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION / TOPIC | RF.3.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD / COURSE | HI.CC.W. 3. | Writing Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / COURSE | HI.CC.W. 3. | Writing Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Research to Build and Present Knowledge |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.8. | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| CONTENT STANDARD / COURSE | HI.CC.W. 3. | Writing Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Range of Writing |

| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | W.3.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|--|-----------------|---|
| CONTENT STANDARD / COURSE | HI.CC.SL. 3. | Speaking and Listening Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / TOPIC | SL.3.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / TOPIC | SL.3.1(b) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION / TOPIC | SL.3.1(c) | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| EXPECTATION / TOPIC | SL.3.1(d) | Explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD / COURSE | HI.CC.SL. 3. | Speaking and Listening Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SL.3.2. | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD / COURSE | HI.CC.SL. 3. | Speaking and Listening Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION / | 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. |

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or

BENCHMARK

INDICATOR /

GRADE LEVEL
EXPECTATION /
BENCHMARK

SL.3.6.

clarification.

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|---|----------|---|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION / TOPIC | L.3.1(a) | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| EXPECTATION / TOPIC | L.3.1(d) | Form and use regular and irregular verbs. |

CONTENT STANDARD / COURSE

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|--|--------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION / L.3.2(a) TOPIC

Capitalize appropriate words in titles.

CONTENT STANDARD / COURSE

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | Knowledge of Language |
|---|--|
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

EXPECTATION / L.3.3(a) TOPIC

a) Choose words and phrases for effect.

CONTENT STANDARD / COURSE

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E 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). |
| | | William Penn, Part 2 |
| | | Hawaii Content and Performance Standards |
| | | Language Arts |
| CONTENT STANDARD / COURSE | HI.CC.RF. 3. | Grade 3 - Adopted: 2010 Reading Standards: Foundational Skills |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Phonics and Word Recognition |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | RF.3.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| EXPECTATION / TOPIC | RF.3.3(a) | Identify and know the meaning of the most common prefixes and derivational suffixes. |

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

TOPIC

HI.CC.W.3 Writing Standards

| STANDARD / PERFORMANC E 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 / 3. COURSE

HI.CC.W. Writing Standards

| STANDARD / PERFORMANC E 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 / 3. COURSE

HI.CC.W. Writing Standards

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

CONTENT STANDARD / **COURSE**

EXPECTATION / BENCHMARK

HI.CC.L.3. Language Standards

| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
|---|------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION / TOPIC | L.3.1(a) | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| EXPECTATION / TOPIC | L.3.1(d) | Form and use regular and irregular verbs. |
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION / TOPIC | L.3.2(a) | Capitalize appropriate words in titles. |
| EXPECTATION / TOPIC | L.3.2(e) | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| EXPECTATION / TOPIC | L.3.2(f) | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION / TOPIC | L.3.3(a) | Choose words and phrases for effect. |
| CONTENT STANDARD / COURSE | HI.CC.L.3. | Language Standards |
| STANDARD / PERFORMANC E INDICATOR / DOMAIN | | Vocabulary Acquisition and Use |

| INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK | | 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 / L.3.4(b) TOPIC

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).