Main Criteria: Adventures in Writing

Secondary Criteria: New Hampshire College and Career Ready Standards

Subject: Language Arts

Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

New Hampshire College and Career Ready Standards Language Arts

Grade 3 - Adopted: 2010

STRAND /	NH.CC.RI Reading Standards for Informational Text
CT AND ADD	2

STANDARD

STANDARD / GLE		Key Ideas and Details
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.

STRAND / NH.CC.RI Reading Standards for Informational Text **STANDARD**

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

STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD

STANDARD / GLE		Integration of Knowledge and Ideas
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).
GRADE LEVEL EXPECTATION	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).

STRAND / NH.CC.RI Reading Standards for Informational Text

STANDARD

STANDARD / GLE	Range of Reading and Level of Text Complexity	
GRADE LEVEL RI.3	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	

NH.CC.RF Reading Standards: Foundational Skills STRAND / **STANDARD**

STANDARD / GLE	Fluency
GRADE LEVEL EXPECTATION	Read with sufficient accuracy and fluency to support comprehension.

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

EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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.
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.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Range of Writing
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.
STRAND / STANDARD	NH.CC.SL	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
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 of others.

EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
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.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(h)	Use coordinating and subordinating conjunctions.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	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	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Knowledge of Language

GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	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)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	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).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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		New Hampshire College and Career Ready Standards Language Arts Grade 3 - Adopted: 2010
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
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.
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD /		Craft and Structure

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

STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .3.

topic or subject area.

GRADE LEVEL

EXPECTATION

RI.3.4.

STANDARD / GLE		Integration of Knowledge and Ideas
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).
GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
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.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	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.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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.
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.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Range of Writing
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.
STRAND / STANDARD	NH.CC.SI	L Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
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 of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
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.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas

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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	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	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECT ATION	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

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., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking them).
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STRAND / STANDARD	NH.CC.RI	Language Arts Grade 3 - Adopted: 2010 Reading Standards for Informational Text
		Grade 3 - Adopted: 2010
STANDARD /		Grade 3 - Adopted: 2010 Reading Standards for Informational Text
STANDARD / GLE GRADE LEVEL	RI.3.2.	Grade 3 - Adopted: 2010 Reading Standards for Informational Text Key Ideas and Details
STANDARD / GLE GRADE LEVEL EXPECTATION STRAND /	RI.3.2.	Reading Standards for Informational Text Key Ideas and Details Determine the main idea of a text; recount the key details and explain how they support the main idea.
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STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .3.

STANDARD / GLE		Range of Reading and Level of Text Complexity
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.

NH.CC.RFReading Standards: Foundational Skills STRAND / STANDARD .3.

STANDARD / GLE		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	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.

STRAND / NH.CC.RF Reading Standards: Foundational Skills

STANDARD

ST ANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION		Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding rereading as necessary.

STRAND / NH.CC.W. Writing Standards

STANDARD

3.

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
EXPECTATION	W.3.2(d)	Provide a concluding statement or section.

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

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.
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.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Range of Writing
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.
STRAND / STANDARD	NH.CC.SI	L Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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 ow 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.
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 rema of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media at formats, including visually, quantitatively, and orally.
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STANDARD / GLE		Presentation of Knowledge and Ideas
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 deta speaking clearly at an understandable pace.

STRAND /	NH.CC.L.	Language Standards
CT AND ADD	2	

STANDARD / GLE

Vocabulary Acquisition and Use

31 ANDARD	3.	
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
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EXPECTATION	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	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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GRADE LEVEL EXPECT ATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	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).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards

GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Hannibal's War
		New Hampshire College and Career Ready Standards
		New Hampshire College and Career Ready Standards Language Arts
		Grade 3 - Adopted: 2010
STRAND /	NH.CC.RI	Reading Standards for Informational Text
STANDARD	.3.	• · · · · • • · · · · · · · · · · · · ·
STANDARD /		Key Ideas and Details
GLE		Rey lueas and Details
GRADE LEVEL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
EXPECTATION		
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STANDARD / GLE		Craft and Structure
GRADE LEVEL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
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STRAND /		Reading Standards for Informational Text
STANDARD	.3.	
STANDARD /		Integration of Knowledge and Ideas
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GRADE LEVEL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate
EXPECTATION	111.0.7.	understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison,
EXPECTATION		cause/effect, first/second/third in a sequence).
CTDAND /	NH CC E:	Deading Standards for Informational Test
STRAND / STANDARD	.3.	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and
EXPECTATION		technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

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

STRAND / NH.CC.W. Writing Standards STANDARD 3.

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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STRAND / NH.CC.W. Writing Standards STANDARD 3.

STANDARD / GLE		Production and Distribution of Writing
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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.

STRAND / NH.CC.W. Writing Standards STANDARD 3.

ST ANDARD / GLE		Range of Writing
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.

STRAND / NH.CC.SL Speaking and Listening Standards STANDARD .3.

STANDARD / GLE	Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
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 of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
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.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	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	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	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).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		John Muir
		New Hampshire College and Career Ready Standards Language Arts Grade 3 - Adopted: 2010
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
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.

STRAND / STANDARD

NH.CC.RI Reading Standards for Informational Text

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

GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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.
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.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Range of Writing
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.
STRAND / STANDARD	NH.CC.SI	_ Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
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 of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
ST ANDARD / GLE		Comprehension and Collaboration
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.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
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.

GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	L.3.2(b)	Use commas in addresses.
EXPECTATION	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	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECT ATION	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	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)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	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).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Leif Eriksson
		New Hampshire College and Career Ready Standards Language Arts Grade 3 - Adopted: 2010
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STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
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.
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
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).
GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
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.

STRAND / NH.CC.RF Reading Standards: Foundational Skills STANDARD .3.

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

STRAND / NH.CC.W. Writing Standards STANDARD 3.

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
EXPECTATION	W.3.2(d)	Provide a concluding statement or section.

STRAND / NH.CC.W. Writing Standards STANDARD 3.

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

STRAND / NH.CC.W. Writing Standards STANDARD 3.

STANDARD / GLE		Range of Writing
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.

STRAND / NH.CC.SL Speaking and Listening Standards STANDARD .3.

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

STRAND / 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. STANDARD / STANDARD			
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. EXPECTATION SL.3.1(d) Explain their own ideas and understanding in light of the discussion. STRAND I STANDARD I L.3. STANDARD I Comprehension and Collaboration GRADE LEVEL SL.3. Determine the main ideas and supporting details of a fext read aloud or information presented in diverse media and formas, including visually, quantitatively, and orially. STANDARD I Comprehension and Collaboration STANDARD I S.3. STANDARD I S.3. SPEAKing and Listening Standards STANDARD I L.3. STANDARD I Presentation of Knowledge and Ideas GLE PRECITATION SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details specifying details or an underestandable pace. GRADE LEVEL SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or claimforation. STRAND I S.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or claimforation. STRAND I S.3. SPEAK IN COLL Language Standards STANDARD I Conventions of Standard English EXPECTATION L.3.1(a) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L.3.1(a) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L.3.1(a) Form and use regular and irregular verbs. EXPECTATION STANDARD I Conventions of Standard English Conventions of Standard English Capitalization, pun	EXPECTATION	SL.3.1(a)	
EXPECTATION SL.3.L(d) Explain their own ideas and understanding in light of the discussion. STRAND / STANDARD / STANDARD / L.3. STANDARD / OLE STANDARD / STANDARD / OLE STANDARD / OLE STANDARD / STANDARD / OLE STANDA	EXPECTATION	SL.3.1(b)	
STRAND / STANDARD / Comprehension and Collaboration GRADE LEVEL SL3.2 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. STRAND / STANDARD / STANDARD / L3. Speaking and Listening Standards STANDARD / L3. 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. GRADE LEVEL SL33. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. STRAND / STANDARD / Conventions of Standard English GRADE LEVEL Language Standards 3. Conventions of Standard English GRADE LEVEL STANDARD / Conventions of Standard English grammar and usage when writing or speaking. EXPECTATION L3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. EXPECTATION L3.1(a) Form and use regular and inregular verbs. EXPECTATION L3.1(b) Ensure subject-verb and pronoun-antecedent agreement. STANDARD / Conventions of Standard English GRADE LEVEL L3.1. Language Standards 3. NH.CC.L Language Standards 3. STANDARD / Conventions of Standard English EXPECTATION L3.1(a) Ensure subject-verb and pronoun-antecedent agreement. EXPECTATION L3.1(b) Ensure subject-verb and pronoun-antecedent agreement. STANDARD / CL Language Standards 3. STANDARD / CL L3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	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.
STANDARD Comprehension and Collaboration GRADELEVEL SL32. 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. STRAND NH.CC.S Speaking and Listening Standards STANDARD CL3. STANDARD Presentation of Knowledge and Ideas GRADELEVEL SL34. 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. GRADELEVEL SL36. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. STANDARD NH.CC.L Language Standards STANDARD Conventions of Standard English GLE GRADE LEVEL L3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. EXPECTATION L3.1(b) Ensure subject-verb and pronoun-anticedent agreement. STRAND STANDARD Conventions of Standard English Conventions of Standard English Capitalization, punctuation, and spelling when writing.	EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
GRADE LEVEL GRADE LEVEL SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and tormats, including visually, quantitatively, and orally. STANDARD I STANDARD I STANDARD I CL SPESIFICATION STANDARD I 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 expectation. GRADE LEVEL EX.3.5. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. STRAND I SUPPORTING STANDARD I GRADE LEVEL EXPECTATION L.3.1(a) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L.3.1(a) Explain the function of nours, pronours, verbs, adjectives, and adverbs in general and their functions in particular sentences. EXPECTATION L.3.1(d) Form and use regular and irregular verbs. EXPECTATION STRAND I STRAN			Speaking and Listening Standards
STRAND / STANDARD / Conventions of Standard English EXPECTATION L.3.1 Demonstrate command of the conventions of standard English general and their functions in particular sentences. EXPECTATION L.3.1(d) Form and use regular and irregular verbs. EXPECTATION L.3.1(d) Ensure subject-verb and pronoun-antecedent agreement. STANDARD / STAN			Comprehension and Collaboration
STANDARD C.3. STANDARD Presentation of Knowledge and Ideas GRADE LEVEL 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. GRADE LEVEL SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. STRAND STANDARD Conventions of Standard English GRADE LEVEL L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L.3.1(a) Explain the function of nours, pronours, verbs, adjectives, and adverbs in general and their functions in particular sentences. EXPECTATION L.3.1(d) Form and use regular and irregular verbs. EXPECTATION L.3.1(f) Ensure subject-verb and pronoun-antecedent agreement. STRANDARD Conventions of Standard English STANDARD Conventions of Standard English Conventions of Standard English capitalization, punctuation, and spelling when writing.		SL.3.2.	
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. SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. STRAND / STANDARD Conventions of Standards Conventions of Standard English STANDARD Conventions of Standard English STANDARD L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L.3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. EXPECTATION L.3.1(d) Form and use regular and irregular verbs. EXPECTATION L.3.1(f) Ensure subject-verb and pronoun-antecedent agreement. STRAND / STANDARD Conventions of Standard English Conventions of Standard English capitalization, punctuation, and spelling when writing.			Speaking and Listening Standards
SPECTATION speaking clearly at an understandable pace. GRADE LEVEL EXPECTATION S. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. STRAND / STANDARD 3. STANDARD / Conventions of Standard English GRADE LEVEL EXPECTATION L. 3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L. 3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. EXPECTATION L. 3.1(d) Form and use regular and irregular verbs. EXPECTATION NH. C. L. Language Standards STANDARD / STANDARD 3. STANDARD / GLE GRADE LEVEL Conventions of Standard English Conventions of Standard English Conventions of Standard English L. 3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			Presentation of Knowledge and Ideas
STRAND / STANDARD 3. STANDARD 3. STANDARD 3. Conventions of Standard English GLE GRADE LEVEL EXPECTATION L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L.3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. EXPECTATION L.3.1(d) Form and use regular and irregular verbs. EXPECTATION L.3.1(f) Ensure subject-verb and pronoun-antecedent agreement. STRAND / STANDARD 3. STANDARD / GLE GRADE LEVEL GRADE LEVEL CONVENTIONS of Standard English GLE GRADE LEVEL STANDARD L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		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.
STANDARD 3. STANDARD / GLE GRADE LEVEL EXPECTATION L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L.3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. EXPECTATION L.3.1(d) Form and use regular and irregular verbs. EXPECTATION L.3.1(f) Ensure subject-verb and pronoun-antecedent agreement. STRAND / STANDARD 3. STANDARD / GLE GRADE LEVEL EXPECTATION L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		SL.3.6.	
GRADE LEVEL EXPECTATION L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L.3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. EXPECTATION L.3.1(d) Form and use regular and irregular verbs. EXPECTATION L.3.1(f) Ensure subject-verb and pronoun-antecedent agreement. STRAND / STANDARD 3. STANDARD 1 Conventions of Standard English GLE GRADE LEVEL L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			Language Standards
EXPECTATION L.3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. EXPECTATION L.3.1(d) Form and use regular and irregular verbs. EXPECTATION L.3.1(f) Ensure subject-verb and pronoun-antecedent agreement. STRAND / STANDARD 3. STANDARD / Conventions of Standard English GRADE LEVEL EXPECTATION L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			Conventions of Standard English
EXPECTATION L.3.1(d) Form and use regular and irregular verbs. EXPECTATION L.3.1(f) Ensure subject-verb and pronoun-antecedent agreement. STRAND / STANDARD 3. STANDARD / GLE GRADE LEVEL Conventions of Standard English GRADE LEVEL EXPECTATION L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		L.3.1.	
EXPECTATION L.3.1(f) Ensure subject-verb and pronoun-antecedent agreement. STRAND / STANDARD 3. STANDARD / Conventions of Standard English GLE GRADE LEVEL L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	EXPECTATION	L.3.1(a)	
STRAND / STANDARD 3. STANDARD / GLE GRADE LEVEL EXPECTATION NH.CC.L. Language Standards Conventions of Standard English Conventions of Standard English Conventions of Standard English capitalization, punctuation, and spelling when writing.	EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
STANDARD / Conventions of Standard English GLE GRADE LEVEL EXPECTATION Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
GRADE LEVEL EXPECTATION L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			Language Standards
EXPECTATION spelling when writing.			Conventions of Standard English
EXPECTATION L.3.2(a) Capitalize appropriate words in titles.		L.3.2.	
	EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.

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GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
STANDARD / GLE		Vocabulary Acquisition and Use
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
STANDARD / GLE		Vocabulary Acquisition and Use
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
STANDARD / GLE		Vocabulary Acquisition and Use
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD / GLE		Knowledge of Language
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
EXPECTATION	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.
EXPECTATION	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).

New Hampshire College and Career Ready Standards Language Arts

Grade 3 - Adopted: 2010

STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .3.

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

EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
EXPECTATION	vv.3.∠(u)	Flovide a concluding statement of section.

STRAND /	NH.CC.W. Writing	Standards
CTANDADD	2	

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

STRAND / NH.CC.W. Writing Standards STANDARD 3.

STANDARD / GLE		Range of Writing
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.

$\begin{array}{ll} {\rm STRAND}\,I & {\rm NH.CC.SL}\,{\rm Speaking}\,\,{\rm and}\,\,{\rm Listening}\,\,{\rm Standards} \\ {\rm STANDARD} & .3. \end{array}$

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.
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 of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

$\begin{array}{ll} {\rm STRAND}\,I & {\rm NH.CC.S} \ \ {\rm Speaking} \ \ {\rm and} \ \ {\rm Listening} \ \ {\rm Standards} \\ {\rm STANDARD} & {\rm L.3.} \end{array}$

STANDARD / GLE		Comprehension and Collaboration
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.

$\begin{array}{ll} {\rm STRAND} \ / & {\rm NH.CC.S} \ \ {\rm Speaking} \ {\rm and} \ {\rm Listening} \ {\rm Standards} \\ {\rm STANDARD} & {\rm L.3.} \end{array}$

STANDARD / GLE		Presentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	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	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Mayflower, Part 1
		New Hampshire College and Career Ready Standards Language Arts Grade 3 - Adopted: 2010
STRAND /		Reading Standards for Informational Text
STANDARD	.3.	
STANDARD / GLE		Key Ideas and Details
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.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
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).
GRADE LEVEL EXPECTATION	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	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.

STRAND /	NH.CC.RI Reading Standards for Informational Text
STANDARD	3

STANDARD	.3.	reading Standards for informational rext
STANDARD / GLE		Range of Reading and Level of Text Complexity
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.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Range of Writing
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.
STRAND / STANDARD	NH.CC.SL	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
	1	

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	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.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
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.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECT ATION	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use

GRADE LEVEL EXPECT ATION	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)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Mayflower, Part 2
		New Hampshire College and Career Ready Standards Language Arts Grade 3 - Adopted: 2010
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
EXPECTATION	W.3.2(d)	Provide a concluding statement or section.

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

STRAND /	NH.CC.W. Writing Standards
STANDARD	3.

STANDARD / GLE		Range of Writing
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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	L.3.2(a) L.3.2(e)	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 conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,
EXPECTATION	L.3.2(e) L.3.2(f)	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
EXPECTATION EXPECTATION STRAND /	L.3.2(e) L.3.2(f) NH.CC.L.	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 EXPECTATION STRAND / STANDARD	L.3.2(e) L.3.2(f) NH.CC.L.	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. Language Standards
EXPECTATION EXPECTATION STRAND / STANDARD STANDARD / GLE GRADE LEVEL	L.3.2(e) L.3.2(f) NH.CC.L. 3.	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. Language Standards Knowledge of Language

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New Hampshire College and Career Ready Standards
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 $\begin{array}{ll} {\rm STRAND} \ / & {\rm NH.CC.RI} \ {\rm Reading} \ {\rm Standards} \ {\rm for} \ {\rm Informational} \ {\rm Text} \\ {\rm STANDARD} & .3. \end{array}$

STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade topic or subject area.
STRAND / STANDARD	NH.CC.W. 3.	. Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Range of Writing
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.
STRAND / STANDARD	NH.CC.SL	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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 ov 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.
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 rema of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

$\begin{array}{ll} {\rm STRAND} \ / & {\rm NH.CC.S} \ \ {\rm Speaking} \ {\rm and} \ {\rm Listening} \ {\rm Standards} \\ {\rm STANDARD} & {\rm L.3.} \end{array}$

STANDARD / GLE		Presentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / NH.CC.L. Language Standards

STANDARD 3.

STANDARD / GLE	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

STRAND / NH.CC.L. Language Standards STANDARD 3.

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

My Friend, Part 2

New Hampshire College and Career Ready Standards Language Arts

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STRAND / NH.CC.W. Writing Standards STANDARD 3.

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
EXPECTATION	W.3.2(d)	Provide a concluding statement or section.

STANDARD /	Production and Distribution of Writing	
GLE	Production and Distribution of Writing	

GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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.
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.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Range of Writing
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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	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	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	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.

My House, Part 1

New Hampshire College and Career Ready Standards Language Arts

Grade 3 - Adopted: 2010

STRAND /	NH.CC.RI Reading	Standards for	r Informational	Text

STANDARD .3.

STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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.

STRAND / NH.CC.W. Writing Standards

STANDARD 3

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	_	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

STRAND / NH.CC.W. Writing Standards

STANDARD 3.

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

STRAND / NH.CC.W. Writing Standards

STANDARD 3

STANDARD / GLE		Range of Writing
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.

STRAND / NH.CC.SL Speaking and Listening Standards STANDARD .3.

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.
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 of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
		Language Standards Knowledge of Language
STANDARD /	3. L.3.3.	
STANDARD / GLE GRADE LEVEL	3. L.3.3.	Knowledge of Language
STANDARD / GLE GRADE LEVEL EXPECTATION	L.3.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION	L.3.3. L.3.3(a) NH.CC.L.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.

My House, Part 2

New Hampshire College and Career Ready Standards Language Arts

Grade 3 - Adopted: 2010

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
EXPECTATION	W.3.2(d)	Provide a concluding statement or section.

STANDARD	3.	
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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.
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.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Range of Writing
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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	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	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Knowledge of Language

GRADE LEVEL EXPECTATION	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.
		Nile River, Yangtze River
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		New Hampshire College and Career Ready Standards Language Arts
		Grade 3 - Adopted: 2010
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
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.
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
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).
GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
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.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	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.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
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.
STRAND / STANDARD	NH.CC.SL	. Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
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 of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
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.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas

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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	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., sitting, smiled, cries, happiness).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	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).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Orchestra and Conductor

New Hampshire College and Career Ready Standards Language Arts Grade 3 - Adopted: 2010

 $\ensuremath{\mathsf{NH.CC.RI}}$ Reading Standards for Informational Text .3.

STRAND / STANDARD

STANDARD / GLE		Key Ideas and Details
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.
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
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).
GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
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.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	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.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / NH.CC.W. Writing Standards STANDARD 3.

STANDARD	3.	
STANDARD / GLE		Production and Distribution of Writing
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.
STRAND / STANDARD	NH.CC.SL	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
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 of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
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.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English

GRADE LEVEL EXPECT ATION	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., sitting, smiled, cries, happiness).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Roanoke, Part 1
		New Hampshire College and Career Ready Standards
		Language Arts
		Grade 3 - Adopted: 2010
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text

STANDARD / GLE		Key Ideas and Details
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.

STRAND / STANDARD $\ensuremath{\mathsf{NH.CC.RI}}$ Reading Standards for Informational Text .3.

STANDARD / GLE	Craft and Structure		
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GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
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).
GRADE LEVEL EXPECTATION	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	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
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.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GLE GRADE LEVEL		
GRADE LEVEL EXPECTATION	RF.3.4(a)	Read with sufficient accuracy and fluency to support comprehension.
GLE GRADE LEVEL EXPECTATION EXPECTATION	RF.3.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
GLE GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION STRAND /	RF.3.4(a) RF.3.4(c) NH.CC.W.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GLE GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD STANDARD /	RF.3.4(a) RF.3.4(c) NH.CC.W.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD STANDARD / GLE GRADE LEVEL	RF.3.4(a) RF.3.4(c) NH.CC.W. 3.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to
GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD STANDARD / GLE GRADE LEVEL EXPECTATION	RF.3.4(a) RF.3.4(c) NH.CC.W. 3. W.3.4.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Range of Writing
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.
STRAND / STANDARD	NH.CC.SI	L Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
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 of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
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.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English

GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
EXPECTATION	L.3.1(d)	form and use regular and irregular verbs.	
STRAND / STANDARD	NH.CC.L. 3.	Language Standards	
STANDARD / GLE		Knowledge of Language	
GRADE LEVEL EXPECTATION	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.	
STRAND / STANDARD	NH.CC.L. 3.	Language Standards	
STANDARD / GLE		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECT ATION	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)	Use sentence-level context as a clue to the meaning of a word or phrase.	
STRAND / STANDARD	NH.CC.L. 3.	Language Standards	
STANDARD / GLE		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECT AT ION	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).	
STRAND / STANDARD	NH.CC.L. 3.	Language Standards	
STANDARD / GLE		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	
		Roanoke, Part 2	
		New Hampshire College and Career Ready Standards	
		Language Arts Grade 3 - Adopted: 2010	
		Section 1.	

STRAND / STANDARD NH.CC.W. Writing Standards

3.

ANDARD / Text Types and Purposes .E

GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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.
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.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Range of Writing
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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.

EXPECTATION	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	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	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.
		Roman Colosseum
		New Hampshire College and Career Ready Standards Language Arts Grade 3 - Adopted: 2010
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
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.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
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).
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
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.

STRAND / NH.CC.RFReading Standards: Foundational Skills STANDARD .3.

Fluency GRADE LEVEL EXPECTATION RF.3.4. Read with sufficient accuracy and fluency to support comprehension. EXPECTATION RF.3.4(a) Read on-level text with purpose and understanding. EXPECTATION RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STRAND / STANDARD NH.CC.W. Writing Standards 3. STANDARD / GLE GRADE LEVEL EXPECTATION W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. EXPECTATION W.3.2(a) Introduce a topic and group related information together, include illustrations when useful to aiding comprehension.
EXPECTATION RF.3.4(a) Read on-level text with purpose and understanding. EXPECTATION RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STRAND / STANDARD NH.CC.W. Writing Standards 3. STANDARD / GLE GRADE LEVEL EXPECTATION W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehensions.
EXPECTATION RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STRAND / STANDARD 3. STANDARD / GLE GRADE LEVEL EXPECTATION W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehensions.
STRAND / STANDARD 3. STANDARD / GLE GRADE LEVEL EXPECTATION Wite informative/explanatory texts to examine a topic and convey ideas and information clearly. EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehensions.
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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.
STRAND / NH.CC.W. Writing Standards STANDARD 3.
STANDARD / Production and Distribution of Writing GLE
GRADE LEVEL W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropria task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
GRADE LEVEL W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) a well as to interact and collaborate with others.
STRAND / NH.CC.W. Writing Standards STANDARD 3.
ST AND ARD / Range of Writing GLE
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.
STRAND / NH.CC.SL Speaking and Listening Standards STANDARD .3.
ST AND ARD / Comprehension and Collaboration GLE
GRADE LEVEL EXPECTATION 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 of clearly.

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

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 of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
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.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L.	Language Standards

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Roman Hoplite, American Quarter Horse
		New Hampshire College and Career Ready Standards Language Arts Grade 3 - Adopted: 2010
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
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.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
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).
GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
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.

STRAND / NH.CC.RF Reading Standards: Foundational Skills STANDARD .3.

STANDARD / GLE		Fluency	
GRADE LEVEL EXPECTATION		Read with sufficient accuracy and fluency to support comprehension.	
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.	
EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
STRAND /	NH.CC.W. Writing Standards		

NH.CC.W. Writing Standards STANDARD

STANDARD / GLE		Production and Distribution of Writing
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.

STRAND / **NH.CC.SL Speaking and Listening Standards**

STANDARD

EXPECTATION

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.
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 of others.

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

STRAND / NH.CC.S Speaking and Listening Standards STANDARD

STANDARD / GLE		Comprehension and Collaboration
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.

STRAND / NH.CC.S Speaking and Listening Standards STANDARD

STANDARD / GLE		Presentation of Knowledge and Ideas
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.

GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
ST ANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Rooster, Part 1
		New Hampshire College and Career Ready Standards Language Arts Grade 3 - Adopted: 2010
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
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).
GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
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.
STRAND / STANDARD	NH.CC.RI	FReading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Range of Writing
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.
STRAND / STANDARD	NH.CC.SL	_ Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
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 of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
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.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD /		Conventions of Standard English

GRADE LEVEL EXPECT ATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Rooster, Part 2
		New Hampshire College and Career Ready Standards Language Arts Grade 3 - Adopted: 2010

NH.CC.W. Writing Standards 3.

STANDARD / Text Types and Purposes GLE

STRAND / STANDARD

GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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.
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.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Range of Writing
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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.

EXPECTATION	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	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.

ST ANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

The Fox and the Crow, Part 1

New Hampshire College and Career Ready Standards Language Arts

Grade 3 - Adopted: 2010

STRAND / NH.CC.R Reading Standards for Literature STANDARD L.3.

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.

$\begin{array}{ll} {\rm STRAND}\,I & {\rm NH.CC.R} \ \ {\rm Reading} \ {\rm Standards} \ {\rm for} \ {\rm Literature} \\ {\rm STANDARD} & {\rm L.3.} \end{array}$

STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
GRADE LEVEL EXPECTATION	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.

STRAND / NH.CC.R Reading Standards for Literature STANDARD L.3.

STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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).

STRAND / NH.CC.R Reading Standards for Literature STANDARD L.3.

STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.

STRAND / NH.CC.RF Reading Standards: Foundational Skills STANDARD .3.

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

STRAND / NH.CC.W. Writing Standards STANDARD 3.

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	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.

STRAND / NH.CC.W. Writing Standards STANDARD 3.

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

STRAND / NH.CC.W. Writing Standards STANDARD 3.

STANDARD / GLE		Range of Writing
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.

$\begin{array}{ll} {\rm STRAND}\,I & {\rm NH.CC.SL\,Speaking\,\,and\,\,Listening\,\,Standards} \\ {\rm STANDARD} & .3. \end{array}$

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
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 of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
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.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	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)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		The Fox and the Crow, Part 2

New Hampshire College and Career Ready Standards

Language Arts Grade 3 - Adopted: 2010

NH.CC.R Reading Standards for Literature STRAND / STANDARD L.3.

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	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.

STRAND / STANDARD NH.CC.W. Writing Standards

ST	AN	DA	RE)	3.

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	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.

STRAND / STANDARD NH.CC.W. Writing Standards 3.

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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.
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.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Range of Writing
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.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND /	NH.CC.L.	Language Standards
STANDARD	3.	
STANDARD / STANDARD / GLE	3.	Conventions of Standard English
ST ANDARD /	L.3.1.	
STANDARD / GLE GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
STANDARD / GLE GRADE LEVEL EXPECTATION	L.3.1. L.3.1(a)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular
STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION	L.3.1. L.3.1(a)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD /	L.3.1(a) NH.CC.L. 3.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Language Standards
STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD / GLE GRADE LEVEL	L.3.1(a) NH.CC.L. 3.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD STANDARD / GLE GRADE LEVEL EXPECTATION	L.3.1(a) NH.CC.L. 3.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

The Theft of Thor's Hammer, Part 1

New Hampshire College and Career Ready Standards Language Arts

Grade 3 - Adopted: 2010

 $\begin{array}{ll} {\rm STRAND}\,I & {\rm NH.CC.R} \ \ {\rm Reading} \ {\rm Standards} \ {\rm for} \ {\rm Literature} \\ {\rm STANDARD} & {\rm L.3.} \end{array}$

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.

STRAND / NH.CC.R Reading Standards for Literature STANDARD L.3.

STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
GRADE LEVEL EXPECTATION	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.

STRAND / NH.CC.R Reading Standards for Literature STANDARD L.3.

STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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).

$\begin{array}{ll} {\rm STRAND}\,I & {\rm NH.CC.R} \ \ {\rm Reading} \ {\rm Standards} \ {\rm for} \ {\rm Literature} \\ {\rm STANDARD} & {\rm L.3.} \end{array}$

GLE	STANDARD / GLE	Range of Reading and Level of Text Complexity	
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GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	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.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECT ATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	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.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards

STANDARD / GLE

Range of Writing

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.
STRAND / STANDARD	NH.CC.SI	_Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
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 of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
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.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	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., sitting, smiled, cries, happiness).
STRAND /	NH.CC.L.	Language Standards

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

ST ANDARD / GLE	Vocabulary Acquisition and Use
GRADE LEVEL L.3.5 EXPECTATION	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).

STRAND / NH.CC.L. Language Standards STANDARD 3.

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

The Theft of Thor's Hammer, Part 2

New Hampshire College and Career Ready Standards Language Arts

Grade 3 - Adopted: 2010

STRAND / NH.CC.R Reading Standards for Literature STANDARD L.3.

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	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.

STRAND / NH.CC.RF Reading Standards: Foundational Skills STANDARD .3.

STANDARD / GLE		Phonics and Word Recognition
GRADE LEVEL EXPECTATION		Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	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.

STRAND /	NH.CC.W.	Writing	Standards
STANDARD	3.		

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	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.

STRAND / NH.CC.W. Writing Standards STANDARD 3.

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

STRAND / NH.CC.W. Writing Standards STANDARD 3.

STANDARD / GLE		Range of Writing
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.

$\begin{array}{ll} {\rm STRAND} \ / & {\rm NH.CC.S} \ \ {\rm Speaking} \ {\rm and} \ {\rm Listening} \ {\rm Standards} \\ {\rm STANDARD} & {\rm L.3.} \end{array}$

STANDARD / GLE		Presentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / NH.CC.L. Language Standards STANDARD 3.

STANDARD / GLE	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	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	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECT ATION	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	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., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
		Tornadoes

Tornadoes

New Hampshire College and Career Ready Standards Language Arts

Grade 3 - Adopted: 2010

STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .3.

STANDARD /	Key Ideas and Details
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GLE	

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.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
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).
GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
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.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	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.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / NH.CC.W. Writing Standards STANDARD 3.

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.

STRAND / NH.CC.W. Writing Standards STANDARD 3.

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	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.

STRAND / NH.CC.W. Writing Standards STANDARD 3.

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

STRAND / NH.CC.W. Writing Standards STANDARD 3.

STANDARD / GLE		Range of Writing
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.

STRAND / NH.CC.SL Speaking and Listening Standards STANDARD .3.

STANDARD / GLE	Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.

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 of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
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.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	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	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.

STANDARD / GLE	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

STRAND / NH.CC.L. Language Standards

STANDARD 3.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

STRAND / NH.CC.L. Language Standards STANDARD 3.

STANDARD / GLE	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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).

STRAND / NH.CC.L. Language Standards

STANDARD 3.

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

Treasure Map, Part 1

New Hampshire College and Career Ready Standards Language Arts

Grade 3 - Adopted: 2010

STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .3.

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade topic or subject area.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
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).
GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
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.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
EXPECTATION		

STRAND /	NH.CC.W. Writing Standards
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STANDARD / Range of Writing GLE	
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.	
STRAND / NH.CC.SL Speaking and Listening Standards STANDARD .3.	
STANDARD / Comprehension and Collaboration GLE	
GRADE LEVEL EXPECTATION 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 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.	t
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 removed of others.	narks
EXPECTATION SL.3.1(d) Explain their own ideas and understanding in light of the discussion.	
STRAND / NH.CC.S Speaking and Listening Standards STANDARD L.3.	
ST ANDARD / Comprehension and Collaboration GLE	
GRADE LEVEL SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.	and
STRAND / NH.CC.S Speaking and Listening Standards STANDARD L.3.	
STANDARD / Presentation of Knowledge and Ideas GLE	
GRADE LEVEL SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive des	etails,
GRADE LEVEL SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
STRAND / NH.CC.L. Language Standards STANDARD 3.	
STANDARD / Knowledge of Language GLE	
GRADE LEVEL L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

EXPECTATION L33(a) Choose words and phrases for effect. STRAND / STANDARD / STANDARD / GLE GRADE LEVEL EXPECTATION L3.4. 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 L3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase. STRAND / STANDARD / GLE GRADE LEVEL EXPECTATION L3.5. Demonstrate understanding of word relationships and nuances in word meanings. EXPECTATION L3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). STRAND / STANDARD / S			
STANDARD 3. STANDARD 1 Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. EXPECTATION L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase. STRAND 1 STANDARD 3. STANDARD 2 Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION 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). STANDARD 3 Vocabulary Acquisition and Use STANDARD 4 C.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 New Hampshire College and Career Ready Standards Language Arts	EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
GLE GRADE LEVEL EXPECTATION L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. EXPECTATION L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase. STRAND / STANDARD NH.CC.L. Language Standards Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION 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). STRAND / STANDARD NH.CC.L. Language Standards Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). Treasure Map, Part 2 New Hampshire College and Career Ready Standards Language Arts			Language Standards
EXPECTATION L3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase. STRAND I STANDARD 3. STANDARD 3. STANDARD I Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L3.5(a) Demonstrate understanding of word relationships and nuances in word meanings. EXPECTATION L3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). STRAND I STANDARD 3. STANDARD 1 Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION NH.CC.L. Language Standards 3. STANDARD 1 Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). Treasure Map, Part 2 New Hampshire College and Career Ready Standards Language Arts			Vocabulary Acquisition and Use
STRAND / STANDARD 3. STANDARD / GLE GRADE LEVEL EXPECTATION 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). STRAND / STANDARD 3. STANDARD / GLE GRADE LEVEL L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). Treasure Map, Part 2 New Hampshire College and Career Ready Standards Language Arts		L.3.4.	
STANDARD 3. STANDARD / GLE GRADE LEVEL EXPECTATION 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). STRAND / STANDARD 3. STANDARD / GLE GRADE LEVEL EXPECTATION L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). Treasure Map, Part 2 New Hampshire College and Career Ready Standards Language Arts	EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION 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). STRAND / STANDARD / STANDARD / GLE GRADE LEVEL EXPECTATION L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). Treasure Map, Part 2 New Hampshire College and Career Ready Standards Language Arts			Language Standards
EXPECTATION L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). STRAND / STANDARD STANDARD / GLE Wocabulary Acquisition and Use GRADE LEVEL EXPECTATION 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 New Hampshire College and Career Ready Standards Language Arts			Vocabulary Acquisition and Use
STRAND / STANDARD 3. STANDARD / GLE Wocabulary Acquisition and Use GRADE LEVEL EXPECTATION 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 New Hampshire College and Career Ready Standards Language Arts		L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
ST ANDARD / GLE STANDARD / GLE CRADE LEVEL L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). Treasure Map, Part 2 New Hampshire College and Career Ready Standards Language Arts	EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
GRADE LEVEL L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). Treasure Map, Part 2 New Hampshire College and Career Ready Standards Language Arts			Language Standards
EXPECTATION phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). Treasure Map, Part 2 New Hampshire College and Career Ready Standards Language Arts			Vocabulary Acquisition and Use
New Hampshire College and Career Ready Standards Language Arts		L.3.6.	phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for
Language Arts			Treasure Map, Part 2
			Language Arts

NH.CC.W. Writing Standards 3. STRAND / STANDARD

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
STRAND / STANDARD	NH.CC.W. Writing Standards 3.	

STANDARD /	Production and Distribution of Writing
GLE	· ·

GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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.
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.
STRAND / STANDARD	NH.CC.W. 3.	Writing Standards
STANDARD / GLE		Range of Writing
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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	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	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.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Knowledge of Language
	L.3.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.

William Penn, Part 1

New Hampshire College and Career Ready Standards Language Arts

Grade 3 - Adopted: 2010

STRAND /	NH.CC.RI Reading Standards for Informational Text
STANDARD	3

EXPECTATION

STANDARD	.3.	Reading Standards for informational Text
STANDARD / GLE		Key Ideas and Details
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.
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.RI .3.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
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).
GRADE LEVEL EXPECTATION	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	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
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.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.

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

STRAND / NH.CC.W. Writing Standards STANDARD 3.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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.
STRAND / STANDARD	NH.CC.W.	. Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.W.	. Writing Standards
STANDARD / GLE		Range of Writing
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.
STRAND / STANDARD	NH.CC.SI	L Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
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 of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD	NH.CC.S L.3.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
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.

 $\begin{array}{ll} {\rm STRAND}\,I & {\rm NH.CC.S} \ \ {\rm Speaking} \ \ {\rm and} \ \ {\rm Listening} \ \ {\rm Standards} \\ {\rm STANDARD} & {\rm L.3.} \end{array}$

STANDARD /		Presentation of Knowledge and Ideas
GLE		Fresentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD / GLE		Conventions of Standard English
	L.3.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GLE GRADE LEVEL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
GRADE LEVEL EXPECTATION	L.3.2(a)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION EXPECTATION STRAND /	L.3.2(a) NH.CC.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles.
GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD STANDARD /	L.3.2(a) NH.CC.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Language Standards
GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD STANDARD / GLE GRADE LEVEL	L.3.2(a) NH.CC.L. 3.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Language Standards Knowledge of Language
GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD STANDARD / GLE GRADE LEVEL EXPECTATION	L.3.2(a) NH.CC.L. 3. L.3.3.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND /	L.3.2(a) NH.CC.L. 3. L.3.3(a) NH.CC.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.
GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD / STANDARD / STANDARD / STANDARD / STANDARD /	L.3.2(a) NH.CC.L. 3. L.3.3(a) NH.CC.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. Language Standards

STRAND / NH.CC.L. Language Standards STANDARD 3.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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).
STRAND / STANDARD	NH.CC.L. 3.	Language Standards
STANDARD /		Vocabulary Acquisition and Use

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

William Penn, Part 2

New Hampshire College and Career Ready Standards Language Arts

Grade 3 - Adopted: 2010

STRAND / NH.CC.RF Reading Standards: Foundational Skills STANDARD .3.

STANDARD / GLE		Phonics and Word Recognition
GRADE LEVEL EXPECTATION		Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	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.

STRAND / NH.CC.W. Writing Standards STANDARD 3.

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
EXPECTATION	W.3.2(d)	Provide a concluding statement or section.

STRAND / NH.CC.W. Writing Standards STANDARD 3.

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

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

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).