

## Adventures in Writing

Benjamin Franklin's Lightning Rod

### New Hampshire College and Career Ready Standards

#### Language Arts

Grade 3 - Adopted: 2010

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

STANDARD / GLE		Integration of Knowledge and Ideas
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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 .3.**

STANDARD / GLE		Range of Reading and Level of Text Complexity
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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 .3.**

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

STANDARD / GLE		Range of Writing
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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 .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.

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 Speaking and Listening Standards L.3.**

**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 Speaking and Listening Standards L.3.**

**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. Language Standards 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(h) Use coordinating and subordinating conjunctions.

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

**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. Language Standards 3.**

**STANDARD / GLE**      **Knowledge of Language**

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

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

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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EXPECTATION 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 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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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 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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).

Dolphins

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

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

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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 .3.**

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

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

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

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

EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
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EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.
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**STRAND / STANDARD**      **NH.CC.RF Reading Standards: Foundational Skills .3.**

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

EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards 3.**

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

EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
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EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**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. Writing Standards**  
**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.SL Speaking and Listening Standards**  
**.3.**

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

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 Speaking and Listening Standards**  
**L.3.**

STANDARD / GLE		Presentation of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

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

EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

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

EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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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).
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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.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

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

EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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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).
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

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

EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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).
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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**  
**.3.**

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text**  
**.3.**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text**  
**.3.**

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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).
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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 .3.**

<b>STANDARD / GLE</b>		<b>Phonics and Word Recognition</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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EXPECTATION      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 .3.**

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

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

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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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.
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**STRAND / STANDARD**      **NH.CC.SL Speaking and Listening Standards .3.**

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

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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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.
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**STRAND / STANDARD**      **NH.CC.S Speaking and Listening Standards L.3.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 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. Language Standards 3.**

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. Language Standards 3.**

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

STANDARD / GLE		Vocabulary Acquisition and Use
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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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 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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).

Hannibal's War

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

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

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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 .3.**

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

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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 .3.**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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**  
**.3.**

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

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.**

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

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. Writing Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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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**  
**.3.**

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

EXPECTATION	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 Speaking and Listening Standards**  
**L.3.**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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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.
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**STRAND / STANDARD**      **NH.CC.S Speaking and Listening Standards**  
**L.3.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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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).
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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.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

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

EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

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

EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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).
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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 .3.**

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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).
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RF Reading Standards: Foundational Skills .3.**

<b>STANDARD / GLE</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards 3.**

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
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EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards 3.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 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.SL Speaking and Listening Standards 3.**

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

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 Speaking and Listening Standards L.3.**

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

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

EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

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

EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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EXPECTATION	L.3.2(b)	Use commas in addresses.
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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).
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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.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

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

EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

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

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 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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).

Leif Eriksson

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

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

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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 .3.**

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

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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 .3.**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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**  
**.3.**

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

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.**

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

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.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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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**  
**.3.**

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

EXPECTATION	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 Speaking and Listening Standards**  
**L.3.**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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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.
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**STRAND / STANDARD**      **NH.CC.S Speaking and Listening Standards**  
**L.3.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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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).
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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.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

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

EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

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

EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

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

Magnets

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

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

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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).
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RF Reading Standards: Foundational Skills .3.**

<b>STANDARD / GLE</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards 3.**

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

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

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

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 Speaking and Listening Standards L.3.**

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

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

EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

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

EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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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).
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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.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

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

EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION 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 3.**

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

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 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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).

Mayflower, 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 .3.**

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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 .3.**

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

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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 .3.**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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 .3.**

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

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.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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.

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

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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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 3.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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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 .3.**

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

EXPECTATION	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 Speaking and Listening Standards**  
**L.3.**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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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.
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**STRAND / STANDARD**      **NH.CC.S Speaking and Listening Standards**  
**L.3.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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EXPECTATION 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 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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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 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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).

Mayflower, Part 2

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

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

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

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards**  
**3.**

STANDARD / GLE		Range of Writing
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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.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

STANDARD / GLE		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

STANDARD / GLE		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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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).
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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.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

STANDARD / GLE		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.3.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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My Friend, Part 1

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

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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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.W. Writing Standards 3.

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

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. Writing Standards 3.

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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.

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

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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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 3.

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

EXPECTATION 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 Speaking and Listening Standards**  
**L.3.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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. Language Standards**  
**3.**

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

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

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

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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**  
Grade 3 - Adopted: 2010

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

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

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.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 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. Language Standards 3.**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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. Language Standards 3.**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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. Language Standards 3.**

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

## New Hampshire College and Career Ready Standards

## Language Arts

Grade 3 - Adopted: 2010

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

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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.W. Writing Standards  
3.**

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

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. Writing Standards  
3.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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  
3.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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  
.3.**

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

EXPECTATION      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.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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**STRAND / STANDARD**      **NH.CC.S Speaking and Listening Standards**  
**L.3.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

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

**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 3 - Adopted: 2010

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

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
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EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**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. Writing Standards**  
**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. Language Standards**  
**3.**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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. Language Standards**  
**3.**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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. Language Standards**  
**3.**

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

Nile River, Yangtze River

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

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

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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 .3.**

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

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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 .3.**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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 .3.**

<b>STANDARD / GLE</b>		<b>Phonics and Word Recognition</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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EXPECTATION 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**  
**.3.**

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

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.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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**  
**.3.**

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

EXPECTATION 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 Speaking and Listening Standards**  
**L.3.**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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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 Speaking and Listening Standards**  
**L.3.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

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

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

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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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).
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

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

EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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).
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Orchestra and Conductor

**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text**  
**.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.
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STRAND / STANDARD	NH.CC.RI Reading Standards for Informational Text .3.
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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.
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STRAND / STANDARD	NH.CC.RI Reading Standards for Informational Text .3.
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STANDARD / GLE		Integration of Knowledge and Ideas
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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).
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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).
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STRAND / STANDARD	NH.CC.RI Reading Standards for Informational Text .3.
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STANDARD / GLE		Range of Reading and Level of Text Complexity
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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.
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STRAND / STANDARD	NH.CC.RF Reading Standards: Foundational Skills .3.
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STANDARD / GLE		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
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EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.
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STRAND / STANDARD	NH.CC.RF Reading Standards: Foundational Skills .3.
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STANDARD / GLE		Fluency
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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**  
**.3.**

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

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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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 Speaking and Listening Standards**  
**L.3.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION 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. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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EXPECTATION 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. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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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 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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).

Roanoke, 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 .3.**

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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 .3.**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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).
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GRADE LEVEL EXPECTATION	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RF Reading Standards: Foundational Skills .3.**

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

EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards 3.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards 3.**

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards 3.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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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.
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**STRAND / STANDARD**      **NH.CC.SL Speaking and Listening Standards .3.**

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

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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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.
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**STRAND / STANDARD**      **NH.CC.S Speaking and Listening Standards L.3.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION 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. Language Standards 3.**

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

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

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

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION 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 3.**

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

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 3.**

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

Roanoke, Part 2

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

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

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

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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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. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION 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. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION 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. Language Standards**  
**3.**

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

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

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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**  
**.3.**

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

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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**  
**.3.**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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**  
**.3.**

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

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.**

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

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. Writing Standards 3.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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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 .3.**

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

EXPECTATION 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 Speaking and Listening Standards L.3.**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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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.
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**STRAND / STANDARD**      **NH.CC.S Speaking and Listening Standards L.3.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

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

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**  
**3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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).

Roman Hoplite, American Quarter Horse

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

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

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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**  
**.3.**

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

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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**  
**.3.**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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**  
**.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 / STANDARD**      **NH.CC.W. Writing Standards**  
**3.**

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

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 Speaking and Listening Standards**  
**L.3.**

STANDARD / GLE		Comprehension and Collaboration
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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 Speaking and Listening Standards**  
**L.3.**

STANDARD / GLE		Presentation of Knowledge and Ideas
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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.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

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

EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

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

EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

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

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 .3.**

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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).
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RF Reading Standards: Foundational Skills .3.**

<b>STANDARD / GLE</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards 3.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards 3.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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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.
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**STRAND / STANDARD**      **NH.CC.SL Speaking and Listening Standards .3.**

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

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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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.
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**STRAND / STANDARD**      **NH.CC.S Speaking and Listening Standards L.3.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION 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. Language Standards 3.**

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

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

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

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION 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 3.**

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

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 3.**

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

Rooster, Part 2

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

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

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

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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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. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION 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. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION 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. Language Standards 3.**

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

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

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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 / STANDARD**      **NH.CC.R Reading Standards for Literature L.3.**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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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 / STANDARD**      **NH.CC.R Reading Standards for Literature L.3.**

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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 / STANDARD**      **NH.CC.R Reading Standards for Literature L.3.**

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 .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 / STANDARD**      **NH.CC.W. Writing Standards 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.

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

STANDARD / GLE		Range of Writing
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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 .3.**

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

EXPECTATION	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 Speaking and Listening Standards L.3.**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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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.
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**STRAND / STANDARD**      **NH.CC.S Speaking and Listening Standards L.3.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	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. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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EXPECTATION 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 3.**

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

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 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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).

The Fox and the Crow, Part 2

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

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

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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 3.**

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

EXPECTATION 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.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 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.S Speaking and Listening Standards L.3.**

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. Language Standards 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.

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

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. Language Standards**  
**3.**

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

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

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

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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 / STANDARD**      **NH.CC.R Reading Standards for Literature**  
**L.3.**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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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 / STANDARD**      **NH.CC.R Reading Standards for Literature**  
**L.3.**

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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 / STANDARD**      **NH.CC.R Reading Standards for Literature**  
**L.3.**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RFReading Standards: Foundational Skills .3.**

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

EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
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EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.
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**STRAND / STANDARD**      **NH.CC.RFReading Standards: Foundational Skills .3.**

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

EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards 3.**

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

EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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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.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards 3.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards 3.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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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.
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**STRAND / STANDARD**      **NH.CC.SL Speaking and Listening Standards .3.**

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

EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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**STRAND / STANDARD**      **NH.CC.S Speaking and Listening Standards L.3.**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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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.
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**STRAND / STANDARD**      **NH.CC.S Speaking and Listening Standards L.3.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION 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. Language Standards 3.**

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

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 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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).

The Theft of Thor's Hammer, Part 2

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

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

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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.RF Reading Standards: Foundational Skills 3.**

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

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.W. Writing Standards 3.**

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

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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 3.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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 Speaking and Listening Standards L.3.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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. Language Standards 3.**

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

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. Language Standards 3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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. Language Standards 3.**

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

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

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	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

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

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

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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).
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RF Reading Standards: Foundational Skills .3.**

<b>STANDARD / GLE</b>		<b>Phonics and Word Recognition</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
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EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.
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**STRAND / STANDARD**      **NH.CC.RF Reading Standards: Foundational Skills .3.**

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

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 Speaking and Listening Standards**  
**L.3.**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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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.
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**STRAND / STANDARD**      **NH.CC.S Speaking and Listening Standards**  
**L.3.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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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).
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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.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

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

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

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

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION      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. Language Standards**  
**3.**

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

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**  
**3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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).

Treasure Map, 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**  
**.3.**

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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).
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**STRAND / STANDARD**      **NH.CC.RI Reading Standards for Informational Text .3.**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**STRAND / STANDARD**      **NH.CC.RF Reading Standards: Foundational Skills .3.**

<b>STANDARD / GLE</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards 3.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**3.**

STANDARD / GLE		Range of Writing
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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.
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**STRAND / STANDARD**      **NH.CC.SL Speaking and Listening Standards**  
**.3.**

STANDARD / GLE		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.3.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
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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.
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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).
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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.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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**STRAND / STANDARD**      **NH.CC.S Speaking and Listening Standards**  
**L.3.**

STANDARD / GLE		Comprehension and Collaboration
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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.
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**STRAND / STANDARD**      **NH.CC.S Speaking and Listening Standards**  
**L.3.**

STANDARD / GLE		Presentation of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**3.**

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

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

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION 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 3.**

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

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 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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).

Treasure Map, Part 2

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

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

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

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.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 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. Language Standards 3.**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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. Language Standards 3.**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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. Language Standards 3.**

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

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

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

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 .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.

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

STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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		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**  
**3.**

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**  
**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.SL Speaking and Listening Standards**  
**.3.**

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

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 Speaking and Listening Standards**  
**L.3.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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. Language Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.3.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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. Language Standards**  
**3.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.3.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.

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

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

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

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.3.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	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**  
**3.**

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

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 3.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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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).

William Penn, Part 2

**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 3 - Adopted: 2010

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

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

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.W. Writing Standards 3.**

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

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.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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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.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

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

EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

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

EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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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).
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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.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 3.**

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

EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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**STRAND / STANDARD**      **NH.CC.L. Language Standards 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(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).