

CORRELATIONS BETWEEN

State of Hawaii English Language Arts Education Standards
For Grade 3

and

Seeds of Science/Roots of Reading[®]

Units for Grades 2 through 5:

Soil Habitats
Shoreline Science
Designing Mixtures
Gravity & Magnetism
Light Energy
Weather & Water
Variation and Adaptation
Digestion and Body Systems
Planets & Moons
Aquatic Ecosystems
Models of Matter
Chemical Changes

Hawaii English/Language Arts Standards – 3rd Grade

Hawaii English/Language Arts Standards –3rd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
Reading												
Standard 1: Reading: CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes												
Alphabetic Understanding												
LA.3.1.1 Use knowledge of sounds and letters to decode regular multi-syllabic words	●	●	●	●	●	●	●	●	●	●	●	●
LA.3.1.2 Use common word parts and structures to read new words	●	●	●	●	●	●	●	●	●	●	●	●
Vocabulary and Concept Development												
LA.3.1.3 Use new grade-appropriate vocabulary, including homophones and homographs, introduced in stories, informational texts, word study, and reading	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
LA.3.1.4 Use hierarchies (e.g., specific to concrete, formal and informal) and categories (e.g., parts of speech, comparative and superlative forms, words with multiple meanings) to read increasingly complex words	●	●	●	●	●	●	●	●	●	●	●	●
Fluency												
LA.3.1.5 Read grade-appropriate narrative and informational text aloud with fluency and accuracy	●	●	●	●	●	●	●	●	●	●	●	●
Locating Sources/ Gathering Information												
LA.3.1.6 Locate information in a variety of grade-appropriate sources	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●

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Reading Standard 2: Reading: READING COMPREHENSION: Use reading strategies to construct meaning from a variety of texts												
Understanding Text Structures												
LA.3.2.1 Describe how the organizational structures of informational and literary texts reflect their different purposes	●●	●●	●●	●	●●	●●	●	●●	●●	●●	●	●●
Constructing Meaning												
LA.3.2.2 Confirm or revise predictions after locating evidence in the text	●●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●●
LA.3.2.3 Identify the main idea or problem and solution in a text	●	●	●	●	●●	●	●	●	●	●	●	●
Reading Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical												
Interpretive Stance												
LA.3.3.1 Explain main ideas or events that develop the author's message or underlying theme												
LA.3.3.2 Compare characters, settings, and plots of two or more stories												
Literary Elements												
LA.3.3.3 Explain the difference between figurative and literal language												

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Personal Connection												
LA.3.3.4 State and support a personal opinion about a text												
Writing												
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms												
Range of Writing												
LA.3.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> • stories with a beginning, middle, and end and poems with sensory details • short reports on content area topics • pieces related to completing tasks • friendly letters • responses to literature • pieces to reflect on learning and to solve problems 	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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Sentence Structure and Grammar												
LA.3.4.2 Form and use the following grammatical constructions correctly when editing writing: <ul style="list-style-type: none"> imperative sentences past, present, and future verb tenses subject-verb agreement with single-word subject plural forms of irregular nouns adverbs 	●	●	●	●	●	●	●	●	●	●	●	●
Punctuation, Capitalization, Spelling, and Handwriting												
LA.3.4.3 Spell grade-appropriate high-frequency words; irregular plurals; common homophones; and words that have blends, contractions, and orthographic patterns	●	●	●	●	●	●	●	●	●	●	●	●
LA.3.4.4 Edit writing to correct use of following punctuation: <ul style="list-style-type: none"> commas in letters, dates, addresses, and items in a simple series apostrophes in contractions and singular possessives quotation marks and commas or end marks in direct quotations and dialogue 	●	●	●	●	●	●	●	●	●	●	●	●

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LA.3.4.5 Edit writing to correct capitalization: • geographical names • special events • titles and initials of people												
LA.3.4.6 Write legibly, adhering to margins and correct spacing between letters in a word and words in a sentence	•	••	•	•	•	•	•	•	•	•	•	•
Citing Sources												
LA.3.4.7 Differentiate between own information and information from other sources	••	••	••	••	••	••	••	••	••	••	••	••
Writing Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose												
Meaning												
LA.3.5.1 Add details, descriptions, and information from different sources to elaborate meaning	•••	••	••	••	•••	•••	••	•••	••	•••	••	••
Design												
LA.3.5.2 Organize information by introducing it, elaborating on it, and drawing a conclusion about it	•••	•••	••	••	•••	•••	•••	•••	•••	•••	•••	••
LA.3.5.3 Group related ideas into paragraphs	•••	•••	••	•••	•••	•••	•••	•••	•••	•••	•••	••
Clarity												

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LA.3.5.4 Use specific verbs and adverbs to describe people, places, things, or events	●	●●	●	●	●	●●	●	●●	●	●●	●	●
LA.3.5.5 Write with increased sentence variety by using compound subjects, questions, or dialogue	●	●	●	●	●	●	●	●	●	●	●	●
Oral Communication												
Standard 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes												
Discussion and Presentation												
LA.3.6.1 Use oral language to obtain information, complete a task, and share ideas and personal opinions with others	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
LA.3.6.2 Give a planned speech to share information with peers	●●●	●	●	●	●	●	●	●	●	●●●	●	●●●
Critical Listening												
LA.3.6.3 Give verbal and nonverbal feedback to a speaker to promote mutual understanding	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA.3.6.4 Clarify spoken messages by restating, questioning, or elaborating	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Delivery												
LA.3.6.5 Vary expression, level, pacing, and intonation according to content and purpose	●●	●	●	●	●	●	●	●	●	●●	●	●●

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LA.3.6.6 Use simple gestures, eye contact, and other nonverbal language to complement and enhance verbal messages	●●●	●	●	●	●	●	●	●	●	●●●	●	●●●
LA.3.6.7 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Oral Communication Standard 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation												
Meaning												
LA.3.7.1 Add concrete details and specific facts to support and develop ideas when speaking	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
Design												
LA.3.7.2 Group similar ideas around major points when speaking	●●	●	●	●	●	●	●	●	●	●●	●	●●

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