

Main Criteria: Adventures in Writing
Secondary Criteria: Kansas Academic Standards
Subject: Language Arts
Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

Kansas Academic Standards
Language Arts
 Grade 3 - Adopted: 2017

STANDARD **KS.W.3. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

INDICATOR W.3.2.b. Develop the topic with facts, definitions, and details.

STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

INDICATOR W.3.10.a. Choose words and phrases for effect.

INDICATOR W.3.10.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

INDICATOR W.3.10.g. Use coordinating and subordinating conjunctions.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR W.3.11.a. Capitalize appropriate words in titles.

INDICATOR W.3.11.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATOR W.3.11.f. Use spelling patterns and generalizations when writing words.

STANDARD KS.W.3. Writing

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.12. 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.

STANDARD KS.SL.3. Speaking and Listening

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

INDICATOR 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).

INDICATOR SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATOR SL.3.1.d. Explain their ideas and understanding in light of the discussion.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.

INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
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INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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INDICATOR	SL.3.7.g.	Use coordinating and subordinating conjunctions.
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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.8.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STANDARD **KS.RF.3. Reading: Foundational**

BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Key Ideals and Details
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATOR / PROFICIENCY LEVEL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RI.3.11.a. Use sentence-level context as a clue to the meaning of a word or phrase.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR RI.3.12.a. Distinguish the literal and figurative meanings of words and phrases in context.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Range of Reading and Level of Text
INDICATOR / PROFICIENCY LEVEL	RI.3.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

Dolphins

**Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017**

STANDARD **KS.W.3. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

INDICATOR W.3.2.b. Develop the topic with facts, definitions, and details.

INDICATOR W.3.2.d. Provide a concluding statement or section.

STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.3.10.a.	Choose words and phrases for effect.
INDICATOR	W.3.10.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
INDICATOR	W.3.10.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	W.3.11.a.	Capitalize appropriate words in titles.
INDICATOR	W.3.11.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	W.3.11.f.	Use spelling patterns and generalizations when writing words.

STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.12.	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.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

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

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
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INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
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INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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INDICATOR	SL.3.7.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.8.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STANDARD **KS.RF.3. Reading: Foundational**

BENCHMARK		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful).

INDICATOR RF.3.3.b. Decode words with common Latin suffixes (e.g., -able, -ation, -ible).

STANDARD KS.RF.3. Reading: Foundational

BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR RF.3.4.a. Read on-level text with purpose and understanding.

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

STANDARD KS.RL.3. Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RL.3.11.b. Determine the meaning of the new word formed when a known affix is added to a known word.

STANDARD KS.RI.3. Reading: Informational Text

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

STANDARD KS.RI.3. Reading: Informational Text

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.RI.3. Reading: Informational Text

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

INDICATOR / PROFICIENCY LEVEL RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RI.3.11.a. Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATOR RI.3.11.b. Determine the meaning of the new word formed when a known affix is added to a known word.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR RI.3.12.a. Distinguish the literal and figurative meanings of words and phrases in context.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Range of Reading and Level of Text
INDICATOR / PROFICIENCY LEVEL	RI.3.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

Hagia Sophia

Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017

STANDARD **KS.W.3. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

INDICATOR W.3.2.b. Develop the topic with facts, definitions, and details.

INDICATOR W.3.2.d. Provide a concluding statement or section.

STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
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INDICATOR / PROFICIENCY LEVEL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.3.10.a.	Choose words and phrases for effect.
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INDICATOR	W.3.10.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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INDICATOR	W.3.10.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	W.3.11.a.	Capitalize appropriate words in titles.
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INDICATOR	W.3.11.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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INDICATOR	W.3.11.f.	Use spelling patterns and generalizations when writing words.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.12.	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.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR	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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INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their ideas and understanding in light of the discussion.
STANDARD	KS.SL.3. Speaking and Listening	
BENCHMARK	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	KS.SL.3. Speaking and Listening	
BENCHMARK	Presentation of Knowledge and Ideas	
INDICATOR / PROFICIENCY LEVEL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD	KS.SL.3. Speaking and Listening	
BENCHMARK	Language in Speaking and Listening	
INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
INDICATOR	SL.3.7.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
STANDARD	KS.SL.3. Speaking and Listening	
BENCHMARK	Language in Speaking and Listening	
INDICATOR / PROFICIENCY LEVEL	SL.3.8.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
STANDARD	KS.RF.3. Reading: Foundational	
BENCHMARK	Phonics and Word Recognition	

INDICATOR / PROFICIENCY LEVEL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., in-field, wonderful).

INDICATOR RF.3.3.b. Decode words with common Latin suffixes (e.g., -able, -ation, -ible).

STANDARD KS.RF.3. Reading: Foundational

BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR RF.3.4.a. Read on-level text with purpose and understanding.

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

STANDARD KS.RL.3. Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RL.3.11.b. Determine the meaning of the new word formed when a known affix is added to a known word.

STANDARD KS.RI.3. Reading: Informational Text

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

STANDARD KS.RI.3. Reading: Informational Text

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD KS.RI.3. Reading: Informational Text

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

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RI.3.11.a. Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATOR RI.3.11.b. Determine the meaning of the new word formed when a known affix is added to a known word.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR RI.3.12.a. Distinguish the literal and figurative meanings of words and phrases in context.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Range of Reading and Level of Text
INDICATOR / PROFICIENCY LEVEL	RI.3.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

Hannibal's War

**Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017**

STANDARD **KS.W.3. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

INDICATOR W.3.2.b. Develop the topic with facts, definitions, and details.

STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

INDICATOR / PROFICIENCY LEVEL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.3.10.a.	Choose words and phrases for effect.
INDICATOR	W.3.10.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	W.3.11.a.	Capitalize appropriate words in titles.
INDICATOR	W.3.11.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	W.3.11.f.	Use spelling patterns and generalizations when writing words.

STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.12.	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.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

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

INDICATOR	SL.3.1.d.	Explain their ideas and understanding in light of the discussion.
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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
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INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
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INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.8.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STANDARD **KS.RF.3. Reading: Foundational**

BENCHMARK		Fluency
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INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATOR / PROFICIENCY LEVEL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.
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INDICATOR	RI.3.11.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.
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INDICATOR	RI.3.12.a.	Distinguish the literal and figurative meanings of words and phrases in context.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Range of Reading and Level of Text
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INDICATOR / PROFICIENCY LEVEL	RI.3.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.
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John Muir

STANDARD **KS.W.3. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

INDICATOR W.3.2.b. Develop the topic with facts, definitions, and details.

INDICATOR W.3.2.d. Provide a concluding statement or section.

STANDARD KS.W.3. Writing

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.W.3. Writing

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

INDICATOR W.3.10.a. Choose words and phrases for effect.

INDICATOR W.3.10.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

INDICATOR W.3.10.c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

STANDARD KS.W.3. Writing

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR W.3.11.a. Capitalize appropriate words in titles.

INDICATOR W.3.11.b. Use commas in addresses.

INDICATOR W.3.11.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATOR	W.3.11.f.	Use spelling patterns and generalizations when writing words.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.12.	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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INDICATOR	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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INDICATOR	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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INDICATOR	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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INDICATOR	SL.3.1.d.	Explain their ideas and understanding in light of the discussion.
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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
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INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
INDICATOR	SL.3.7.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.8.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STANDARD **KS.RF.3. Reading: Foundational**

BENCHMARK		Fluency
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INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Key Ideals and Details
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATOR / PROFICIENCY LEVEL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RI.3.11.a. Use sentence-level context as a clue to the meaning of a word or phrase.

STANDARD KS.RI.3. Reading: Informational Text

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR RI.3.12.a. Distinguish the literal and figurative meanings of words and phrases in context.

STANDARD KS.RI.3. Reading: Informational Text

BENCHMARK		Range of Reading and Level of Text
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INDICATOR / PROFICIENCY LEVEL RI.3.13. Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

Leif Eriksson

**Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017**

STANDARD KS.W.3. Writing

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

INDICATOR W.3.2.b. Develop the topic with facts, definitions, and details.

INDICATOR W.3.2.d. Provide a concluding statement or section.

STANDARD KS.W.3. Writing

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

INDICATOR / PROFICIENCY LEVEL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.3.10.a.	Choose words and phrases for effect.
INDICATOR	W.3.10.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
INDICATOR	W.3.10.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
INDICATOR	W.3.10.e.	Ensure subject-verb and pronoun-antecedent agreement when writing.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	W.3.11.a.	Capitalize appropriate words in titles.
INDICATOR	W.3.11.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	W.3.11.f.	Use spelling patterns and generalizations when writing words.

STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.12.	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.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR	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.
INDICATOR	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).

INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their ideas and understanding in light of the discussion.
STANDARD	KS.SL.3. Speaking and Listening	
BENCHMARK	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	KS.SL.3. Speaking and Listening	
BENCHMARK	Presentation of Knowledge and Ideas	
INDICATOR / PROFICIENCY LEVEL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD	KS.SL.3. Speaking and Listening	
BENCHMARK	Language in Speaking and Listening	
INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
INDICATOR	SL.3.7.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
INDICATOR	SL.3.7.e.	Ensure subject-verb and pronoun-antecedent agreement when speaking.
STANDARD	KS.SL.3. Speaking and Listening	
BENCHMARK	Language in Speaking and Listening	
INDICATOR / PROFICIENCY LEVEL	SL.3.8.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
STANDARD	KS.RF.3. Reading: Foundational	
BENCHMARK	Fluency	
INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATOR / PROFICIENCY LEVEL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.
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INDICATOR	RI.3.11.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.
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INDICATOR	RI.3.12.a.	Distinguish the literal and figurative meanings of words and phrases in context.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Range of Reading and Level of Text
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INDICATOR / PROFICIENCY LEVEL	RI.3.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.
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Magnets

**Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017**

STANDARD KS.W.3. Writing

BENCHMARK	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
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INDICATOR	W.3.2.d.	Provide a concluding statement or section.
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STANDARD KS.W.3. Writing

BENCHMARK	Production and Distribution of Writing	
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INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
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INDICATOR / PROFICIENCY LEVEL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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STANDARD KS.W.3. Writing

BENCHMARK	Language in Writing	
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.3.10.a.	Choose words and phrases for effect.
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INDICATOR	W.3.10.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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INDICATOR	W.3.10.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
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INDICATOR	W.3.10.e.	Ensure subject-verb and pronoun-antecedent agreement when writing.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR W.3.11.a. Capitalize appropriate words in titles.

INDICATOR W.3.11.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATOR W.3.11.f. Use spelling patterns and generalizations when writing words.

STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.12. 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.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL **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.**

INDICATOR 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.

INDICATOR 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).

INDICATOR SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATOR SL.3.1.d. Explain their ideas and understanding in light of the discussion.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.

INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
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INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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INDICATOR	SL.3.7.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
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INDICATOR	SL.3.7.e.	Ensure subject-verb and pronoun-antecedent agreement when speaking.
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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.8.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STANDARD **KS.RF.3. Reading: Foundational**

BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

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

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RI.3.11.a. Use sentence-level context as a clue to the meaning of a word or phrase.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR RI.3.12.a. Distinguish the literal and figurative meanings of words and phrases in context.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Range of Reading and Level of Text
INDICATOR / PROFICIENCY LEVEL	RI.3.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

Mayflower, Part 1

Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017

STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.

STANDARD **KS.W.3. Writing**

BENCHMARK		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
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INDICATOR	W.3.10.a.	Choose words and phrases for effect.
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INDICATOR	W.3.10.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.12.	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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INDICATOR	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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INDICATOR	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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INDICATOR	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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INDICATOR	SL.3.1.d.	Explain their ideas and understanding in light of the discussion.
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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD	KS.SL.3.	Speaking and Listening
BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
STANDARD	KS.SL.3.	Speaking and Listening
BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.3.8.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
STANDARD	KS.RF.3.	Reading: Foundational
BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD	KS.RI.3.	Reading: Informational Text
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD	KS.RI.3.	Reading: Informational Text
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.RI.3.	Reading: Informational Text

BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
INDICATOR / PROFICIENCY LEVEL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
INDICATOR / PROFICIENCY LEVEL	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RI.3.11.a. Use sentence-level context as a clue to the meaning of a word or phrase.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR RI.3.12.a. Distinguish the literal and figurative meanings of words and phrases in context.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Range of Reading and Level of Text
INDICATOR / PROFICIENCY LEVEL	RI.3.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

Mayflower, Part 2

**Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017**

STANDARD **KS.W.3. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

INDICATOR W.3.2.b. Develop the topic with facts, definitions, and details.

INDICATOR	W.3.2.d.	Provide a concluding statement or section.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
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INDICATOR / PROFICIENCY LEVEL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
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INDICATOR	W.3.10.a.	Choose words and phrases for effect.
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INDICATOR	W.3.10.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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INDICATOR	W.3.10.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
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INDICATOR	W.3.10.e.	Ensure subject-verb and pronoun-antecedent agreement when writing.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	W.3.11.a.	Capitalize appropriate words in titles.
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INDICATOR	W.3.11.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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INDICATOR	W.3.11.f.	Use spelling patterns and generalizations when writing words.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.12.	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.

INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
INDICATOR	SL.3.7.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
INDICATOR	SL.3.7.e.	Ensure subject-verb and pronoun-antecedent agreement when speaking.

My Friend, Part 1

**Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017**

STANDARD **KS.W.3. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.3.10.a.	Choose words and phrases for effect.
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STANDARD **KS.W.3. Writing**

BENCHMARK	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.3.12.	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.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR	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.
INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their ideas and understanding in light of the discussion.

STANDARD **KS.SL.3. Speaking and Listening**

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

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK	Language in Speaking and Listening	
INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
INDICATOR	SL.3.7.a.	Choose words and phrases for effect.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK	Language in Speaking and Listening	
INDICATOR / PROFICIENCY LEVEL	SL.3.8.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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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My Friend, Part 2

**Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017**

STANDARD KS.W.3. Writing

BENCHMARK		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
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INDICATOR	W.3.2.d.	Provide a concluding statement or section.
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STANDARD KS.W.3. Writing

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
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INDICATOR / PROFICIENCY LEVEL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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STANDARD KS.W.3. Writing

BENCHMARK		Language in Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
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INDICATOR	W.3.10.a.	Choose words and phrases for effect.
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INDICATOR	W.3.10.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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INDICATOR	W.3.10.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
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STANDARD KS.W.3. Writing

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR W.3.11.a. Capitalize appropriate words in titles.

INDICATOR W.3.11.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATOR W.3.11.f. Use spelling patterns and generalizations when writing words.

STANDARD KS.W.3. Writing

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.12. 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.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
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INDICATOR SL.3.7.a. Choose words and phrases for effect.

INDICATOR SL.3.7.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

INDICATOR SL.3.7.c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

My House, Part 1

Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017

STANDARD KS.W.3. Writing

BENCHMARK		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR W.3.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

STANDARD KS.W.3. Writing

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.3.10.a.	Choose words and phrases for effect.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	W.3.12.	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR	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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INDICATOR	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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INDICATOR	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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INDICATOR	SL.3.1.d.	Explain their ideas and understanding in light of the discussion.
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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
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INDICATOR SL.3.7.a. Choose words and phrases for effect.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL SL.3.8. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STANDARD KS.RI.3. Reading: Informational Text

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL 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.

My House, Part 2

**Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017**

STANDARD KS.W.3. Writing

BENCHMARK		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR W.3.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATOR W.3.2.b. Develop the topic with facts, definitions, and details.

INDICATOR W.3.2.d. Provide a concluding statement or section.

STANDARD KS.W.3. Writing

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

INDICATOR W.3.10.a. Choose words and phrases for effect.

INDICATOR W.3.10.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

INDICATOR W.3.10.c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR W.3.11.a. Capitalize appropriate words in titles.

INDICATOR W.3.11.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATOR W.3.11.f. Use spelling patterns and generalizations when writing words.

STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.12.	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.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.

INDICATOR SL.3.7.a. Choose words and phrases for effect.

INDICATOR SL.3.7.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

INDICATOR SL.3.7.c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

Nile River, Yangtze River

STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR W.3.11.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR 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.

INDICATOR 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).

INDICATOR SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATOR SL.3.1.d. Explain their ideas and understanding in light of the discussion.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

INDICATOR / PROFICIENCY LEVEL SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.3.8.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STANDARD **KS.RF.3. Reading: Foundational**

BENCHMARK		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful).

INDICATOR RF.3.3.b. Decode words with common Latin suffixes (e.g., -able, -ation, -ible).

STANDARD **KS.RF.3. Reading: Foundational**

BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR RF.3.4.a. Read on-level text with purpose and understanding.

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

STANDARD **KS.RL.3. Reading: Literature**

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RL.3.11.b. Determine the meaning of the new word formed when a known affix is added to a known word.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.RI.3. Reading: Informational Text**

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

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	RI.3.11.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	RI.3.11.b.	Determine the meaning of the new word formed when a known affix is added to a known word.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	RI.3.12.a.	Distinguish the literal and figurative meanings of words and phrases in context.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Range of Reading and Level of Text
INDICATOR / PROFICIENCY LEVEL	RI.3.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

Orchestra and Conductor

Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017

STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD	KS.W.3. Writing	
BENCHMARK		Language in Writing

INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR W.3.11.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR 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.

INDICATOR 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).

INDICATOR SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATOR SL.3.1.d. Explain their ideas and understanding in light of the discussion.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

INDICATOR / PROFICIENCY LEVEL SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL SL.3.8. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STANDARD KS.RF.3. Reading: Foundational

BENCHMARK		Phonics and Word Recognition
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INDICATOR / PROFICIENCY LEVEL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., in-field, wonderful).

INDICATOR RF.3.3.b. Decode words with common Latin suffixes (e.g., -able, -ation, -ible).

STANDARD KS.RF.3. Reading: Foundational

BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR RF.3.4.a. Read on-level text with purpose and understanding.

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

STANDARD KS.RL.3. Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RL.3.11.b. Determine the meaning of the new word formed when a known affix is added to a known word.

STANDARD KS.RI.3. Reading: Informational Text

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

STANDARD KS.RI.3. Reading: Informational Text

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.RI.3. Reading: Informational Text

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

INDICATOR / PROFICIENCY LEVEL RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RI.3.11.a. Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATOR RI.3.11.b. Determine the meaning of the new word formed when a known affix is added to a known word.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR RI.3.12.a. Distinguish the literal and figurative meanings of words and phrases in context.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Range of Reading and Level of Text
INDICATOR / PROFICIENCY LEVEL	RI.3.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

Roanoke, Part 1

Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017

STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

STANDARD **KS.W.3. Writing**

BENCHMARK		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
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INDICATOR W.3.10.a. Choose words and phrases for effect.

INDICATOR W.3.10.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

INDICATOR W.3.10.c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

STANDARD KS.W.3. Writing

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.12. 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.

STANDARD KS.SL.3. Speaking and Listening

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

INDICATOR 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).

INDICATOR SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATOR SL.3.1.d. Explain their ideas and understanding in light of the discussion.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

INDICATOR / PROFICIENCY LEVEL SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.

INDICATOR SL.3.7.a. Choose words and phrases for effect.

INDICATOR SL.3.7.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

INDICATOR SL.3.7.c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL SL.3.8. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STANDARD **KS.RF.3. Reading: Foundational**

BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR RF.3.4.a. Read on-level text with purpose and understanding.

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

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.RI.3. Reading: Informational Text**

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

INDICATOR / PROFICIENCY LEVEL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RI.3.11.a. Use sentence-level context as a clue to the meaning of a word or phrase.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR RI.3.12.a. Distinguish the literal and figurative meanings of words and phrases in context.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Range of Reading and Level of Text
INDICATOR / PROFICIENCY LEVEL	RI.3.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

Roanoke, Part 2

**Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017**

STANDARD **KS.W.3. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

INDICATOR W.3.2.b. Develop the topic with facts, definitions, and details.

INDICATOR W.3.2.d. Provide a concluding statement or section.

STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.3.10.a.	Choose words and phrases for effect.
INDICATOR	W.3.10.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
INDICATOR	W.3.10.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	W.3.11.a.	Capitalize appropriate words in titles.
INDICATOR	W.3.11.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	W.3.11.f.	Use spelling patterns and generalizations when writing words.

STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.12.	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.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.

INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
INDICATOR	SL.3.7.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

Roman Colosseum

Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017

STANDARD **KS.W.3. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

INDICATOR W.3.2.b. Develop the topic with facts, definitions, and details.

STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

INDICATOR W.3.10.a. Choose words and phrases for effect.

INDICATOR W.3.10.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR W.3.11.a. Capitalize appropriate words in titles.

STANDARD KS.W.3. Writing

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.12. 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.

STANDARD KS.SL.3. Speaking and Listening

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

INDICATOR 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).

INDICATOR SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATOR SL.3.1.d. Explain their ideas and understanding in light of the discussion.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
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INDICATOR SL.3.7.a. Choose words and phrases for effect.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL SL.3.8. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STANDARD **KS.RF.3. Reading: Foundational**

BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR RF.3.4.a. Read on-level text with purpose and understanding.

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

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL 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).

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RI.3.11.a. Use sentence-level context as a clue to the meaning of a word or phrase.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.
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INDICATOR RI.3.12.a. Distinguish the literal and figurative meanings of words and phrases in context.

STANDARD KS.RI.3. Reading: Informational Text

BENCHMARK		Range of Reading and Level of Text
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INDICATOR / PROFICIENCY LEVEL RI.3.13. Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

Roman Hoplite, American Quarter Horse

**Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017**

STANDARD KS.W.3. Writing

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.5. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.

STANDARD KS.W.3. Writing

BENCHMARK		Language in Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
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INDICATOR W.3.10.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

INDICATOR W.3.10.c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

STANDARD KS.SL.3. Speaking and Listening

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

INDICATOR 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).

INDICATOR SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATOR SL.3.1.d. Explain their ideas and understanding in light of the discussion.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
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INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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INDICATOR	SL.3.7.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.8.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STANDARD **KS.RF.3. Reading: Foundational**

BENCHMARK		Fluency
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INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATOR / PROFICIENCY LEVEL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.
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INDICATOR	RI.3.11.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.
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INDICATOR	RI.3.12.a.	Distinguish the literal and figurative meanings of words and phrases in context.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Range of Reading and Level of Text
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INDICATOR / PROFICIENCY LEVEL	RI.3.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
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INDICATOR	W.3.10.a.	Choose words and phrases for effect.
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INDICATOR	W.3.10.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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INDICATOR	W.3.10.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.12.	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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INDICATOR	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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INDICATOR	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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INDICATOR	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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INDICATOR	SL.3.1.d.	Explain their ideas and understanding in light of the discussion.
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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
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INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
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INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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INDICATOR	SL.3.7.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.8.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STANDARD **KS.RF.3. Reading: Foundational**

BENCHMARK		Fluency
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INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATOR / PROFICIENCY LEVEL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.
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INDICATOR RI.3.11.a. Use sentence-level context as a clue to the meaning of a word or phrase.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.
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INDICATOR RI.3.12.a. Distinguish the literal and figurative meanings of words and phrases in context.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Range of Reading and Level of Text
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INDICATOR / PROFICIENCY LEVEL	RI.3.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.
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Language Arts

Grade 3 - Adopted: 2017

STANDARD **KS.W.3. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

INDICATOR W.3.2.b. Develop the topic with facts, definitions, and details.

INDICATOR W.3.2.d. Provide a concluding statement or section.

STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

INDICATOR W.3.10.a. Choose words and phrases for effect.

INDICATOR W.3.10.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

INDICATOR W.3.10.c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR W.3.11.a. Capitalize appropriate words in titles.

INDICATOR	W.3.11.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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INDICATOR	W.3.11.f.	Use spelling patterns and generalizations when writing words.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.12.	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
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INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
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INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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INDICATOR	SL.3.7.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
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The Fox and the Crow, Part 1

**Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017**

STANDARD **KS.W.3. Writing**

BENCHMARK		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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INDICATOR	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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INDICATOR	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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STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

INDICATOR W.3.10.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

INDICATOR W.3.10.c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.12. 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.

STANDARD **KS.SL.3. Speaking and Listening**

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

INDICATOR 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).

INDICATOR SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATOR SL.3.1.d. Explain their ideas and understanding in light of the discussion.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.

INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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INDICATOR	SL.3.7.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.8.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STANDARD **KS.RF.3. Reading: Foundational**

BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD **KS.RL.3. Reading: Literature**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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INDICATOR / PROFICIENCY LEVEL	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
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INDICATOR / PROFICIENCY LEVEL	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
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STANDARD **KS.RL.3. Reading: Literature**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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INDICATOR / PROFICIENCY LEVEL	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
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STANDARD **KS.RL.3. Reading: Literature**

BENCHMARK		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RL.3.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
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STANDARD **KS.RL.3. Reading: Literature**

BENCHMARK		Language in Reading: Literature
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INDICATOR / PROFICIENCY LEVEL	RL.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.
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INDICATOR RL.3.11.a. Use sentence-level context as a clue to the meaning of a word or phrase.

STANDARD **KS.RL.3. Reading: Literature**

BENCHMARK		Language in Reading: Literature
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INDICATOR / PROFICIENCY LEVEL	RL.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.
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INDICATOR RL.3.12.a. Distinguish the literal and figurative meanings of words and phrases in context.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.
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INDICATOR RI.3.12.a. Distinguish the literal and figurative meanings of words and phrases in context.

The Fox and the Crow, Part 2

**Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017**

STANDARD **KS.W.3. Writing**

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

INDICATOR	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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STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
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INDICATOR / PROFICIENCY LEVEL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
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INDICATOR	W.3.10.a.	Choose words and phrases for effect.
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INDICATOR	W.3.10.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	W.3.11.a.	Capitalize appropriate words in titles.
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INDICATOR	W.3.11.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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INDICATOR	W.3.11.f.	Use spelling patterns and generalizations when writing words.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.12.	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
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INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
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INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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STANDARD **KS.RL.3. Reading: Literature**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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INDICATOR / PROFICIENCY LEVEL	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
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The Theft of Thor's Hammer, Part 1

**Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017**

STANDARD **KS.W.3. Writing**

BENCHMARK		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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INDICATOR	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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INDICATOR	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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STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
STANDARD	KS.W.3.	Writing
BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
INDICATOR	W.3.10.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
STANDARD	KS.W.3.	Writing
BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	W.3.11.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
STANDARD	KS.W.3.	Writing
BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.12.	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.
STANDARD	KS.SL.3.	Speaking and Listening
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR	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.
INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their ideas and understanding in light of the discussion.
STANDARD	KS.SL.3.	Speaking and Listening

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.8.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STANDARD **KS.RF.3. Reading: Foundational**

BENCHMARK		Phonics and Word Recognition
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INDICATOR / PROFICIENCY LEVEL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., in-field, wonderful).
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INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes (e.g., -able, -ation, -ible).
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STANDARD **KS.RF.3. Reading: Foundational**

BENCHMARK		Fluency
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INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD **KS.RL.3. Reading: Literature**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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INDICATOR / PROFICIENCY LEVEL	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
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INDICATOR / PROFICIENCY LEVEL	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
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STANDARD **KS.RL.3. Reading: Literature**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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INDICATOR / PROFICIENCY LEVEL	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
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STANDARD **KS.RL.3. Reading: Literature**

BENCHMARK		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RL.3.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
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STANDARD **KS.RL.3. Reading: Literature**

BENCHMARK		Language in Reading: Literature
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INDICATOR / PROFICIENCY LEVEL	RL.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.
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INDICATOR	RL.3.11.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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INDICATOR	RL.3.11.b.	Determine the meaning of the new word formed when a known affix is added to a known word.
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STANDARD **KS.RL.3. Reading: Literature**

BENCHMARK		Language in Reading: Literature
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INDICATOR / PROFICIENCY LEVEL	RL.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.
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INDICATOR	RL.3.12.a.	Distinguish the literal and figurative meanings of words and phrases in context.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.
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INDICATOR	RI.3.11.b.	Determine the meaning of the new word formed when a known affix is added to a known word.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR RI.3.12.a. Distinguish the literal and figurative meanings of words and phrases in context.

The Theft of Thor's Hammer, Part 2

**Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017**

STANDARD **KS.W.3. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATOR W.3.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATOR 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.

STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

INDICATOR W.3.10.a. Choose words and phrases for effect.

INDICATOR W.3.10.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

INDICATOR W.3.10.c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

INDICATOR	W.3.10.e.	Ensure subject-verb and pronoun-antecedent agreement when writing.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	W.3.11.a.	Capitalize appropriate words in titles.
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INDICATOR	W.3.11.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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INDICATOR	W.3.11.f.	Use spelling patterns and generalizations when writing words.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.12.	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
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INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
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INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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INDICATOR	SL.3.7.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
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INDICATOR	SL.3.7.e.	Ensure subject-verb and pronoun-antecedent agreement when speaking.
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STANDARD **KS.RF.3. Reading: Foundational**

BENCHMARK		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful).

INDICATOR RF.3.3.b. Decode words with common Latin suffixes (e.g., -able, -ation, -ible).

STANDARD KS.RL.3. Reading: Literature

BENCHMARK		Key Ideals and Details
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INDICATOR / PROFICIENCY LEVEL RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.RL.3. Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RL.3.11.b. Determine the meaning of the new word formed when a known affix is added to a known word.

STANDARD KS.RI.3. Reading: Informational Text

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RI.3.11.b. Determine the meaning of the new word formed when a known affix is added to a known word.

Tornadoes

**Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017**

STANDARD KS.W.3. Writing

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

INDICATOR W.3.2.b. Develop the topic with facts, definitions, and details.

STANDARD **KS.W.3. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATOR 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.

STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

INDICATOR W.3.10.a. Choose words and phrases for effect.

INDICATOR W.3.10.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR W.3.11.a. Capitalize appropriate words in titles.

INDICATOR W.3.11.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATOR W.3.11.f. Use spelling patterns and generalizations when writing words.

STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.12.	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR	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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INDICATOR	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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INDICATOR	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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INDICATOR	SL.3.1.d.	Explain their ideas and understanding in light of the discussion.
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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
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INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
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INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL SL.3.8. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STANDARD KS.RF.3. Reading: Foundational

BENCHMARK		Phonics and Word Recognition
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INDICATOR / PROFICIENCY LEVEL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., in-field, wonderful).

INDICATOR RF.3.3.b. Decode words with common Latin suffixes (e.g., -able, -ation, -ible).

STANDARD KS.RF.3. Reading: Foundational

BENCHMARK		Fluency
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INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR RF.3.4.a. Read on-level text with purpose and understanding.

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

STANDARD KS.RL.3. Reading: Literature

BENCHMARK		Language in Reading: Literature
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INDICATOR / PROFICIENCY LEVEL	RL.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.
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INDICATOR RL.3.11.b. Determine the meaning of the new word formed when a known affix is added to a known word.

STANDARD KS.RI.3. Reading: Informational Text

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

STANDARD KS.RI.3. Reading: Informational Text

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.RI.3. Reading: Informational Text

BENCHMARK		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATOR / PROFICIENCY LEVEL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR	RI.3.11.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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INDICATOR	RI.3.11.b.	Determine the meaning of the new word formed when a known affix is added to a known word.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	RI.3.12.a.	Distinguish the literal and figurative meanings of words and phrases in context.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Range of Reading and Level of Text
INDICATOR / PROFICIENCY LEVEL	RI.3.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

Treasure Map, Part 1

**Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017**

STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
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INDICATOR W.3.10.a. Choose words and phrases for effect.

STANDARD KS.W.3. Writing

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.12. 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.

STANDARD KS.SL.3. Speaking and Listening

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

INDICATOR 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).

INDICATOR SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATOR SL.3.1.d. Explain their ideas and understanding in light of the discussion.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

INDICATOR / PROFICIENCY LEVEL SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
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INDICATOR SL.3.7.a. Choose words and phrases for effect.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL SL.3.8. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STANDARD KS.RF.3. Reading: Foundational

BENCHMARK		Fluency
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INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR RF.3.4.a. Read on-level text with purpose and understanding.

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

STANDARD KS.RI.3. Reading: Informational Text

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

INDICATOR / PROFICIENCY LEVEL RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

STANDARD KS.RI.3. Reading: Informational Text

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.RI.3. Reading: Informational Text

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

INDICATOR / PROFICIENCY LEVEL RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RI.3.11.a. Use sentence-level context as a clue to the meaning of a word or phrase.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR RI.3.12.a. Distinguish the literal and figurative meanings of words and phrases in context.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Range of Reading and Level of Text
INDICATOR / PROFICIENCY LEVEL	RI.3.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

Treasure Map, Part 2

Kansas Academic Standards
Language Arts
 Grade 3 - Adopted: 2017

STANDARD **KS.W.3. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

INDICATOR W.3.2.b. Develop the topic with facts, definitions, and details.

INDICATOR W.3.2.d. Provide a concluding statement or section.

STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.

INDICATOR / PROFICIENCY LEVEL	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.3.10.a.	Choose words and phrases for effect.
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INDICATOR	W.3.10.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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INDICATOR	W.3.10.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	W.3.11.a.	Capitalize appropriate words in titles.
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INDICATOR	W.3.11.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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INDICATOR	W.3.11.f.	Use spelling patterns and generalizations when writing words.
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STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.12.	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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STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.

INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
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INDICATOR	SL.3.7.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
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INDICATOR	SL.3.7.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
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Kansas Academic Standards
Language Arts
 Grade 3 - Adopted: 2017

STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR / PROFICIENCY LEVEL	W.3.5.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.

STANDARD **KS.W.3. Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
INDICATOR	W.3.10.a.	Choose words and phrases for effect.
INDICATOR	W.3.10.b.	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
INDICATOR	W.3.10.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	W.3.11.a.	Capitalize appropriate words in titles.

STANDARD **KS.W.3. Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.12.	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.

STANDARD **KS.SL.3. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR 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.

INDICATOR 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).

INDICATOR SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATOR SL.3.1.d. Explain their ideas and understanding in light of the discussion.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

INDICATOR / PROFICIENCY LEVEL SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL SL.3.7. Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.

INDICATOR SL.3.7.a. Choose words and phrases for effect.

INDICATOR SL.3.7.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

INDICATOR SL.3.7.c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.3.8.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STANDARD **KS.RF.3. Reading: Foundational**

BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATOR / PROFICIENCY LEVEL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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INDICATOR / PROFICIENCY LEVEL	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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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.
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INDICATOR	RI.3.11.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR RI.3.12.a. Distinguish the literal and figurative meanings of words and phrases in context.

STANDARD **KS.RI.3. Reading: Informational Text**

BENCHMARK		Range of Reading and Level of Text
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INDICATOR / PROFICIENCY LEVEL RI.3.13. Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

William Penn, Part 2

Kansas Academic Standards
Language Arts
Grade 3 - Adopted: 2017

STANDARD **KS.W.3. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

INDICATOR W.3.2.b. Develop the topic with facts, definitions, and details.

INDICATOR W.3.2.d. Provide a concluding statement or section.

STANDARD **KS.W.3. Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.W.3. Writing**

BENCHMARK		Language in Writing
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INDICATOR / PROFICIENCY LEVEL	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
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INDICATOR W.3.10.a. Choose words and phrases for effect.

INDICATOR W.3.10.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

INDICATOR W.3.10.c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

STANDARD KS.W.3. Writing

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.3.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR W.3.11.a. Capitalize appropriate words in titles.

INDICATOR W.3.11.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATOR W.3.11.f. Use spelling patterns and generalizations when writing words.

STANDARD KS.W.3. Writing

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.3.12.	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.

STANDARD KS.SL.3. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.

INDICATOR SL.3.7.a. Choose words and phrases for effect.

INDICATOR SL.3.7.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

INDICATOR SL.3.7.c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

STANDARD KS.RF.3. Reading: Foundational

BENCHMARK		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful).

INDICATOR RF.3.3.b. Decode words with common Latin suffixes (e.g., -able, -ation, -ible).

STANDARD KS.RL.3. Reading: Literature

BENCHMARK	Language in Reading: Literature	
INDICATOR / PROFICIENCY LEVEL	RL.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RL.3.11.b. Determine the meaning of the new word formed when a known affix is added to a known word.

STANDARD KS.RI.3. Reading: Informational Text

BENCHMARK	Language in Reading: Informational	
INDICATOR / PROFICIENCY LEVEL	RI.3.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR RI.3.11.b. Determine the meaning of the new word formed when a known affix is added to a known word.