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

		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.
INDICATOR	W.3.10.g.	Use coordinating and subordinating conjunctions.
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.g.	Use coordinating and subordinating conjunctions.
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
BENCHMARK INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR / PROFICIENCY		
INDICATOR / PROFICIENCY LEVEL		Read with sufficient accuracy and fluency to support comprehension.
INDICATOR / PROFICIENCY LEVEL	RF.3.4.a. RF.3.4.c.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
INDICATOR / PROFICIENCY LEVEL INDICATOR INDICATOR	RF.3.4.a. RF.3.4.c.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
INDICATOR I PROFICIENCY LEVEL INDICATOR INDICATOR STANDARD	RF.3.4.a. RF.3.4.c.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading: Informational Text
INDICATOR / PROFICIENCY LEVEL INDICATOR INDICATOR STANDARD BENCHMARK INDICATOR / PROFICIENCY	RF.3.4.c. RF.3.4.c. KS.RI.3.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading: Informational Text Key Ideals and Details
INDICATOR / PROFICIENCY LEVEL INDICATOR INDICATOR STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL	RF.3.4.c. RF.3.4.c. KS.RI.3.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading: Informational Text Key Ideals and Details Determine the main idea of a text; recount the key details and explain how they support the main idea.
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INDICATOR / PROFICIENCY LEVEL INDICATOR INDICATOR STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL STANDARD BENCHMARK INDICATOR / PROFICIENCY	RF.3.4.a. RF.3.4.c. KS.RI.3. RI.3.2.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading: Informational Text Key Ideals and Details Determine the main idea of a text; recount the key details and explain how they support the main idea. Reading: Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3

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

STANDARD KS.W.3. Writing

BENCHMARK

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

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

INDICATOR

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.

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.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 Ideals 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.
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		Kansas Academic Standards

Kansas Academic Standards

		Language Arts Grade 3 - Adopted: 2017
STANDARD	KS.W.3.	·
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.
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.

SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.d.	Explain their ideas and understanding in light of the discussion.
KS.SL.3.	Speaking and Listening
	Comprehension and Collaboration
SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
KS.SL.3.	Speaking and Listening
	Presentation of Knowledge and Ideas
SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
KS.SL.3.	Speaking and Listening
	Language in Speaking and Listening
SL.3.7.	Language in Speaking and Listening Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
SL.3.7. SL.3.7.a.	Demonstrate knowledge of language and command of the conventions of standard English grammar
	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
SL.3.7.a.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking. Choose words and phrases for effect. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to
SL.3.7.a. SL.3.7.b.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking. Choose words and phrases for effect. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
SL.3.7.a. SL.3.7.b.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking. Choose words and phrases for effect. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
SL.3.7.a. SL.3.7.b.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking. Choose words and phrases for effect. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. Speaking and Listening
SL.3.7.a. SL.3.7.b. SL.3.7.c. KS.SL.3.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking. Choose words and phrases for effect. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. Speaking and Listening Language in Speaking and Listening Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and
	SL.3.1.c. SL.3.1.d. KS.SL.3. SL.3.2. KS.SL.3.

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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 Ideals 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

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

LEVEL

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
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.
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 Ideals and Details

STANDARD KS.RI.3. Reading: Informational Text	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.
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 hopic or subject area. STANDARD KS.RI.3. Reading: Informational Text	STANDARD	KS.RI.3.	Reading: Informational Text
STANDARD KS.RI.3. Reading: Informational Text BENCHMARK Integration of Knowledge and Ideas INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / RI.3.2. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, causeleffect, first/second/fbird in a sequence). EXTANDARD KS.RI.3. Reading: Informational Text Language in Reading: Informational INDICATOR / RI.3.1. 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.3.1. Reading: Informational Text ENCHMARK Language in Reading: Informational INDICATOR RI.3.1. Use sentence-level context as a clue to the meaning of a word or phrase. STANDARD KS.RI.3. Reading: Informational Text Language in Reading: Informational INDICATOR RI.3.1. Demonstrate understanding of word relationships and nuances in word meanings. Language in Reading: Informational INDICATOR RI.3.2. Demonstrate understanding of word relationships and nuances in word meanings. EXTANDARD KS.RI.3. Reading: Informational Text Language in Reading: Informational INDICATOR RI.3.1. Demonstrate understanding of word relationships and nuances in word meanings. EXTANDARD KS.RI.3. Reading: Informational Text BENCHMARK Range of Reading and Level of Text INDICATOR RI.3.1. Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade PROFICIENCY LEVEL	BENCHMARK		Craft and Structure
Integration of Knowledge and Ideas	PROFICIENCY	RI.3.4.	
INDICATOR / PROFICIENCY LEVEL STANDARD KS.RI.3. Reading: Informational Text BENCHMARK Language in Reading: Informational INDICATOR / RI.3.1. 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.3.1.1. 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 RI.3.1.2. Demonstrate understanding of word relationships and nuances in word meanings. Language in Reading: Informational INDICATOR RI.3.1.2. Demonstrate understanding of word relationships and nuances in word meanings. LEVEL INDICATOR RI.3.1.3. Reading: Informational Text BENCHMARK Language in Reading: Informational INDICATOR RI.3.1.3. 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 RI.3.1.3. Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade PROFICIENCY LEVEL.	STANDARD	KS.RI.3.	Reading: Informational Text
PROFICIENCY LEVEL 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). EVEL STANDARD KS.RI.3. Reading: Informational Text BENCHMARK INDICATOR / PROFICIENCY LEVEL NDICATOR 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. STANDARD KS.RI.3. Reading: Informational Text BENCHMARK Language in Reading: Informational KS.RI.3. Reading: Informational Text BENCHMARK Language in Reading: Informational NDICATOR / RI.3.12. Demonstrate understanding of word relationships and nuances in word meanings. NDICATOR RI.3.12. Distinguish the literal and figurative meanings of words and phrases in context. STANDARD KS.RI.3. Reading: Informational Text BENCHMARK RI.3.12. Distinguish the literal and figurative meanings of words and phrases in context. RI.3.13. Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade PROFICIENCY LEVEL RI.3.13. Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade PROFICIENCY LEVEL	BENCHMARK		Integration of Knowledge and Ideas
PROFICIENCY LEVEL STANDARD KS.R.3. Reading: Informational Text BENCHMARK Language in Reading: Informational INDICATOR / PROFICIENCY LEVEL INDICATOR RI.3.1. Use sentence-level context as a clue to the meaning of a word or phrase. STANDARD KS.R.3. Reading: Informational Text BENCHMARK Language in Reading: Informational Text BENCHMARK Language in Reading: Informational Text BENCHMARK Language in Reading: Informational INDICATOR RI.3.1.2. Demonstrate understanding of word relationships and nuances in word meanings. INDICATOR RI.3.1.2. Distinguish the literal and figurative meanings of words and phrases in context. STANDARD KS.R.3. Reading: Informational Text BENCHMARK Range of Reading and Level of Text INDICATOR / RI.3.1.2. Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.	PROFICIENCY	RI.3.7.	
BENCHMARK Language in Reading: Informational	PROFICIENCY	RI.3.8.	
INDICATOR / PROFICIENCY LEVEL INDICATOR 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 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 RI.3.13. Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.	STANDARD	KS.RI.3.	Reading: Informational Text
Crade 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.	BENCHMARK		Language in Reading: Informational
BENCHMARK Language in Reading: Informational INDICATOR / PROFICIENCY LEVEL RI.3.12.a. Distinguish the literal and figurative meanings of words and phrases in context. 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.	PROFICIENCY	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.
BENCHMARK Language in Reading: Informational	INDICATOR	RI.3.11.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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	STANDARD	KS.RI.3.	Reading: Informational Text
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.	BENCHMARK		Language in Reading: Informational
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.	PROFICIENCY	RI.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.
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.	INDICATOR	RI.3.12.a.	Distinguish the literal and figurative meanings of words and phrases in context.
INDICATOR / RI.3.13. Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade PROFICIENCY 3. LEVEL	STANDARD	KS.RI.3.	Reading: Informational Text
PROFICIENCY 3. LEVEL	BENCHMARK		Range of Reading and Level of Text
John Muir	PROFICIENCY	RI.3.13.	
			John Muir

Kansas Academic Standards Language Arts Grade 3 - Adopted: 2017

STANDARD KS.W.3. Writing

		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.
STANDARD	KS.W.3.	Writing
ST AND ARD BENCHMARK	KS.W.3.	Writing Language in Writing
	W.3.10.	
BENCHMARK INDICATOR / PROFICIENCY	W.3.10.	Language in Writing Demonstrate knowledge of language and command of the conventions of standard English grammar
BENCHMARK INDICATOR / PROFICIENCY LEVEL	W.3.10.	Language in Writing Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. Choose words and phrases for effect.
BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR	W.3.10.a. W.3.10.b.	Language in Writing Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. Choose words and phrases for effect. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to
BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR INDICATOR	W.3.10.a. W.3.10.b.	Language in Writing Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. Choose words and phrases for effect. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR INDICATOR INDICATOR	W.3.10.a. W.3.10.b. W.3.10.c.	Language in Writing Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. Choose words and phrases for effect. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR	W.3.10.a. W.3.10.b. W.3.10.c.	Language in Writing Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. Choose words and phrases for effect. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. Writing
BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR INDICATOR INDICATOR ST ANDARD BENCHMARK INDICATOR / PROFICIENCY	W.3.10.a. W.3.10.b. W.3.10.c. KS.W.3.	Language in Writing Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. Choose words and phrases for effect. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. Writing Language in Writing Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR INDICATOR INDICATOR ST ANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL	W.3.10.a. W.3.10.b. W.3.10.c. KS.W.3. W.3.11.	Language in Writing Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. Choose words and phrases for effect. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. Writing Language in Writing Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

NDICATOR SL.37b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. NDICATOR SL.37c. Form and use regular and irregular plural nouns, abstract nours, and regular and irregular verbs. TANDARD KS.SL.3. Speaking and Listening SENCHMARK Language in Speaking and Listening NDICATOR? REF.SL.3. Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. FURL TANDARD KS.RF.3. Reading: Foundational SENCHMARK Fluency NDICATOR? RF.3.4. Read on-level text with purpose and understanding. NDICATOR RF.3.4. Use context to confirm or self-cornect word recognition and understanding, remading as necessary. TANDARD KS.RF.3. Reading: Informational Text SENCHMARK Key Ideals and Details KS.RF.3. Reading: Informational Text SENCHMARK Key Ideals and Details RS.RF.3. Reading: Informational Text SENCHMARK KS.RF.3. Reading: Informational Text Craft and Structure NDICATOR? RR.3.1. Reading: Informational Text SENCHMARK KS.RF.3. Reading: Informational Text SENCHMARK NDICATOR? RR.3.1. Reading: Informational Text SENCHMARK NDICATOR? RR.3.2. Use informational Text Integration of Knowledge and Ideas NDICATOR? NDICATOR? RR.3.2. Use informational Text Integration of Knowledge and Ideas NDICATOR? RR.3.3. Describe the logical connection between particular sentences and paragraphs in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occu).			
NDICATOR S.3.7c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. TANDARD KS.5.1.3. Speaking and Listening Language in Speaking and Listening SENCHMARK Language in Speaking and Listening NDICATOR / S.1.3.1. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spasal and temporal relationships. EVEL TANDARD KS.RF.3. Reading: Foundational Fluency NDICATOR / RF.3.4. Read with sufficient accuracy and fluency to support comprehension. NDICATOR RF.3.4. Read on-level text with purpose and understanding. NDICATOR RF.3.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. TANDARD KS.RI.3. Reading: Informational Text Key Ideals and Details NDICATOR / RR.3.4. Determine the main idea of a text recount the key details and explain how they support the main idea. RR.3.1. Reading: Informational Text Craft and Structure NDICATOR / RR.3.4. Determine the main idea of a text recount decide words and phrases in a text relevant to a Grade 3 topic or subject urea. TANDARD KS.RI.3. Reading: Informational Text LINDARD KS.RI.3. Reading: Informational Text Craft and Structure NDICATOR / RR.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 urea. TANDARD KS.RI.3. Reading: Informational Text Integration of Knowledge and Ideas NDICATOR / RR.3.1. Use informational Text Integration of Knowledge and Ideas NDICATOR / RR.3.2. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/reflect, first/second/filled in a sequence).	INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
SENCHMARK Language in Speaking and Listening SL3.3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. FCFL TANDARD KS.RF.3. Reading: Foundational FILIENCY NDICATOR / RF.3.4. Read on-level text with purpose and understanding. NDICATOR / RF.3.4. Read on-level text with purpose and understanding. NDICATOR RF.3.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. TANDARD KS.RI.3. Reading: Informational Text Key Ideals and Details RI.3.2. Determine the main idea of a text recount the key details and explain how they support the main idea. PROFICIENCY EVEL TANDARD KS.RI.3. Reading: Informational Text Craft and Structure NDICATOR / 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. EVEL KS.RI.3. Reading: Informational Text SENCHMARK Craft and Structure NDICATOR / 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. EVEL KS.RI.3. Reading: Informational Text United and the words in a text relevant to a Grade 3 topic or subject area. EVEL KS.RI.3. Reading: Informational Text United and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	INDICATOR	SL.3.7.b.	
SENCHMARK Language in Speaking and Listening 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. KS.RF.3. Reading: Foundational SENCHMARK Fluency NDICATOR RF.3.4. Read with sufficient accuracy and fluency to support comprehension. RF.3.4. Read on-level text with purpose and understanding. NDICATOR RF.3.4. Read on-level text with purpose and understanding. NDICATOR RF.3.4. Reading: Informational Text KS.RI.3. Reading: Informational Text Key Ideals and Details NDICATOR RI.3.2. Determine the main idea of a text recount the key details and explain how they support the main idea. RESPICEMENT RESPICEMENT RESPICEMENT Representational Text Craft and Structure NDICATOR 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. EVEL TANDARD KS.RI.3. Reading: Informational Text TANDARD KS.RI.3. Reading: Informational Text NDICATOR 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. EVEL TANDARD KS.RI.3. Reading: Informational Text Integration of Knowledge and Ideas NDICATOR RI.3.1. Use informational Text NDICATOR RI.3.2. 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	SL.3.7.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
NDICATOR / RF.3.4.2. Read on-level text with purpose and understanding. NDICATOR / RF.3.4.2. Read on-level text with purpose and understanding. NDICATOR / RF.3.4.2. Read on-level text with purpose and understanding. NDICATOR RF.3.4.2. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. TANDARD KS.RI.3. Reading: Informational Text Key Ideals and Details NDICATOR / RI.3.2. Determine the main idea of a text recount the key details and explain how they support the main idea. RESPICEMENT RI.3. Reading: Informational Text TANDARD KS.RI.3. Reading: Informational Text NDICATOR / 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. TANDARD KS.RI.3. Reading: Informational Text Integration of Knowledge and Ideas NDICATOR / RI.3.4. Use information gained from Illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the lext (e.g., where, when, why, and how key events occur). NDICATOR / RROFICIENCY EVEL NDICATOR / RI.3.3. 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.SL.3.	Speaking and Listening
Phrases, including those that signal spafial and temporal relationships. EVEL KS.RF.3. Reading: Foundational Fluency NDICATOR RF.3.4. Read with sufficient accuracy and fluency to support comprehension. FLORICATOR RF.3.4. Read on-level text with purpose and understanding. NDICATOR RF.3.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. TANDARD KS.RI.3. Reading: Informational Text Key Ideals and Details NDICATOR RI.3. Determine the main idea of a text, recount the key details and explain how they support the main idea. REPORTION RI.3. Reading: Informational Text TANDARD KS.RI.3. Reading: Informational Text NDICATOR RI.3. Use informational Text Integration of Knowledge and Ideas NDICATOR RI.3. Use information gained from illustrations (e.g., maps., photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). NDICATOR RI.3. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	BENCHMARK		Language in Speaking and Listening
RESUCHMARK Fluency	INDICATOR / PROFICIENCY LEVEL	SL.3.8.	
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NDICATOR RF.3.4.a. Read on-level text with purpose and understanding. NDICATOR RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. TANDARD KS.RI.3. Reading: Informational Text Key Ideals and Details NDICATOR / RROFICIENCY LEVEL TANDARD KS.RI.3. Reading: Informational Text Craft and Structure NDICATOR / RROFICIENCY LEVEL TANDARD KS.RI.3. Reading: Informational Text Craft and Structure NDICATOR / RROFICIENCY LEVEL TANDARD KS.RI.3. Reading: Informational Text Integration of Knowledge and Ideas NDICATOR / RROFICIENCY LEVEL TANDARD KS.RI.3. Reading: Informational Text Integration of Knowledge and Ideas NDICATOR / RROFICIENCY LEVEL RI.3.1. 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). RI.3.2. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	BENCHMARK		Fluency
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TANDARD KS.RI.3. Reading: Informational Text Key Ideals and Details NDICATOR / PROFICIENCY EVEL TANDARD KS.RI.3. Reading: Informational Text Craft and Structure NDICATOR / PROFICIENCY EVEL TANDARD KS.RI.3. Reading: Informational Text Craft and Structure NDICATOR / PROFICIENCY EVEL TANDARD KS.RI.3. Reading: Informational Text Integration of Knowledge and Ideas NDICATOR / PROFICIENCY EVEL NDICATOR / PROFICIENCY EVEL RI.3.1. 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). 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	RF.3.4.a.	Read on-level text with purpose and understanding.
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PROFICIENCY EVEL TANDARD KS.RI.3. Reading: Informational Text Craft and Structure RI.3.4. Determine the main idea of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area. TANDARD KS.RI.3. Reading: Informational Text RI.3.1. Reading: Informational Text Integration of Knowledge and Ideas NDICATOR / PROFICIENCY EVEL 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). 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
TANDARD KS.RI.3. Reading: Informational Text Craft and Structure NDICATOR / PROFICIENCY LEVEL TANDARD KS.RI.3. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area. KS.RI.3. Reading: Informational Text Integration of Knowledge and Ideas NDICATOR / PROFICIENCY LEVEL NDICATOR / PROFICIENCY LEVEL NDICATOR / 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).	BENCHMARK		Key Ideals and Details
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NDICATOR / PROFICIENCY LEVEL TANDARD KS.RI.3. Reading: Informational Text Integration of Knowledge and Ideas NDICATOR / PROFICIENCY LEVEL NDICATOR / PROFICE READ READ READ READ READ READ READ REA	STANDARD	KS.RI.3.	Reading: Informational Text
topic or subject area. KS.RI.3. Reading: Informational Text Integration of Knowledge and Ideas NDICATOR / PROFICIENCY LEVEL NDICATOR / PROFICIENCY LEVEL NDICATOR / 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).	BENCHMARK		Craft and Structure
Integration of Knowledge and Ideas NDICATOR / PROFICIENCY LEVEL	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.
NDICATOR / 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). 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
PROFICIENCY understanding of the text (e.g., where, when, why, and how key events occur). PROFICIENCY NDICATOR / 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). EVEL	BENCHMARK		Integration of Knowledge and Ideas
PROFICIENCY cause/effect, first/second/third in a sequence). LEVEL	INDICATOR / PROFICIENCY LEVEL	RI.3.7.	
TANDARD KS.RI.3. Reading: Informational Text	INDICATOR / PROFICIENCY LEVEL	RI.3.8.	
	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.
		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
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.
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 the 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 SL.3.2. Determine the main ideas and supporting details of a text read aloud or information prese formats, including visually, quantitatively, and orally. STANDARD KS.SL.3. Speaking and Listening BENCHMARK Presentation of Knowledge and Ideas INDICATOR SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and in speaking clearly at an understandable pace. INDICATOR SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide reclarification. KS.SL.3. Speaking and Listening BENCHMARK Language in Speaking and Listening BENCHMARK Language in Speaking and Listening BENCHMARK Language in Speaking and Listening INDICATOR SL.3.7.a. Choose words and phrases for effect. INDICATOR SL.3.7.a. Choose words and phrases for effect.	nted in diverse media and
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INDICATOR / PROFICIENCY LEVEL STANDARD KS.SL.3. Speaking and Listening BENCHMARK Presentation of Knowledge and Ideas INDICATOR / PROFICIENCY LEVEL STANDARD SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and respeaking clearly at an understandable pace. INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STANDARD KS.SL.3. Speaking complete sentences when appropriate to task and situation in order to provide reclarification. KS.SL.3. Speaking and Listening BENCHMARK Language in Speaking and Listening BENCHMARK Language in Speaking and Listening INDICATOR / PROFICIENCY LEVEL STANDARD SL.3.7. Demonstrate knowledge of language and command of the conventions of stan and usage when speaking. INDICATOR SL.3.7. Choose words and phrases for effect. INDICATOR SL.3.7. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making no	
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INDICATOR SL.3.7.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making no	ard English grammar
	e of how each functions t
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 / SL.3.8. Acquire and use accurately grade-appropriate conversational, general academic, and do phrases, including those that signal spatial and temporal relationships. LEVEL	
STANDARD KS.RF.3. Reading: Foundational	nain-specific words and
BENCHMARK Fluency	nain-specific words and
INDICATOR / PROFICIENCY LEVEL Read with sufficient accuracy and fluency to support comprehension.	nain-specific words and

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 Ideals 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.
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.
		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.
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.
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 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 function 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	INIDICATOR /		
BENCHMARK Language in Speaking and Listening	PROFICIENCY	SL.3.6.	
INDICATOR SL.3.7. Demonstrate knowledge of language and command of the conventions of standard English gram 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 function 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.c. 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 STANDARD KS.RF.3. Reading: Foundational BENCHMARK Fluency INDICATOR RF.3.4. Read with sufficient accuracy and fluency to support comprehension. INDICATOR RF.3.4. Read on-level text with purpose and understanding. INDICATOR RF.3.4. Cuse context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD KS.RI.3. Reading: Informational Text BENCHMARK Key Ideals and Details INDICATOR RF.3.4. Read with sufficient accuracy and fluency to support to the main idea. INDICATOR RF.3.4. Cuse context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD KS.RI.3. Reading: Informational Text BENCHMARK Key Ideals and Details INDICATOR RF.3.4. Read with suiting and text recount the key details and explain how they support the main idea. INDICATOR RF.3.4. Determine the main idea of a text recount the key details and explain how they support the main idea.	STANDARD	KS.SL.3.	Speaking and Listening
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 function 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.c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. INDICATOR SL.3.7.c. 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 STANDARD KS.RF.3. Reading: Foundational BENCHMARK Fluency INDICATOR / PROFICIENCY INDICATOR / RF.3.4. Read with sufficient accuracy and fluency to support comprehension. INDICATOR RF.3.4. Read on-level text with purpose and understanding. INDICATOR RF.3.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD KS.RI.3. Reading: Informational Text Key Ideals and Details INDICATOR / PROFICIENCY INDICATOR / PROFICIENCY INDICATOR / PROFICIENCY INDICATOR / RF.3.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD KS.RI.3. Reading: Informational Text Key Ideals and Details INDICATOR / PROFICIENCY INDICATOR / PROFIC	BENCHMARK		Language in Speaking and Listening
INDICATOR SL3.7.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each function create meaning. INDICATOR SL3.7.c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. INDICATOR SL3.7.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 STANDARD KS.RF.3. Reading: Foundational BENCHMARK Fluency INDICATOR / PROFICIENCY LEVEL NDICATOR / PROFICIENCY LEVEL INDICATOR RF.3.4. Read on-level text with purpose and understanding. INDICATOR RF.3.4. Read on-level text with purpose and understanding. STANDARD KS.RI.3. Reading: Informational Text Key Ideals and Details NDICATOR / PROFICIENCY LEVEL Determine the main idea of a text recount the key details and explain how they support the main idea.	PROFICIENCY	SL.3.7.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
INDICATOR SL.3.7.c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. INDICATOR SL.3.7.c. 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 STANDARD KS.RF.3. Reading: Foundational BENCHMARK Fluency INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR RF.3.4. Read with sufficient accuracy and fluency to support comprehension. LEVEL READ READ READ READ READ READ READ INTERPROFICIENCY LEVEL INDICATOR RF.3.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD KS.RI.3. Reading: Informational Text BENCHMARK Key Ideals and Details INDICATOR RF.3.4. Determine the main idea of a text recount the key details and explain how they support the main idea. PROFICIENCY LEVEL RI.3.2. Determine the main idea of a text recount the key details and explain how they support the main idea.	INDICATOR	SL.3.7.a.	Choose words and phrases for effect.
INDICATOR SL.3.7.e. Ensure subject-verb and pronoun-antecedent agreement when speaking. KS.SL.3. Speaking and Listening BENCHMARK Language in Speaking and Listening SL.3.8. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words phrases, including those that signal spatial and temporal relationships. KS.RF.3. Reading: Foundational BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR RF.3.4. Read with sufficient accuracy and fluency to support comprehension. INDICATOR RF.3.4. Read on-level text with purpose and understanding. KS.RI.3. Reading: Informational Text BENCHMARK Key Ideals and Details INDICATOR RI.3.2. Determine the main idea of a text, recount the key details and explain how they support the main idea. PROFICIENCY LEVEL RI.3.2. Determine the main idea of a text, recount the key details and explain how they support the main idea.	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	INDICATOR	SL.3.7.c.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
INDICATOR / PROFICIENCY LEVEL STANDARD KS.RF.3. Reading: Foundational BENCHMARK Fluency INDICATOR / PROFICIENCY LEVEL STANDARD KS.RF.3. Read with sufficient accuracy and fluency to support comprehension. INDICATOR / PROFICIENCY LEVEL INDICATOR RF.3.4. Read on-level text with purpose and understanding. INDICATOR RF.3.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD KS.RI.3. Reading: Informational Text Key Ideals and Details INDICATOR RI.3. Determine the main idea of a text, recount the key details and explain how they support the main idea. PROFICIENCY LEVEL	INDICATOR	SL.3.7.e.	Ensure subject-verb and pronoun-antecedent agreement when speaking.
INDICATOR / PROFICIENCY LEVEL STANDARD KS.RF.3. Reading: Foundational BENCHMARK Fluency INDICATOR / PROFICIENCY LEVEL NDICATOR RF.3.4. Read on-level text with purpose and understanding. RF.3.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD KS.RI.3. Reading: Informational Text Key Ideals and Details INDICATOR / PROFICIENCY LEVEL NDICATOR RF.3.4. Determine the main idea of a text; recount the key details and explain how they support the main idea.	STANDARD	KS.SL.3.	Speaking and Listening
PROFICIENCY LEVEL STANDARD KS.RF.3. Reading: Foundational BENCHMARK Fluency INDICATOR / PROFICIENCY LEVEL INDICATOR RF.3.4 Read on-level text with purpose and understanding. INDICATOR RF.3.4 Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD KS.RI.3. Reading: Informational Text BENCHMARK Key Ideals and Details INDICATOR RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	BENCHMARK		Language in Speaking and Listening
INDICATOR RF.3.4. Read with sufficient accuracy and fluency to support comprehension.	PROFICIENCY	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.
INDICATOR PROFICIENCY LEVEL RF.3.4. Read with sufficient accuracy and fluency to support comprehension.	STANDARD	KS.RF.3.	Reading: Foundational
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 Ideals 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.	BENCHMARK		Fluency
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 Ideals 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 Key Ideals 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.	PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK Key Ideals 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.	PROFICIENCY LEVEL		
INDICATOR / RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. PROFICIENCY LEVEL	PROFICIENCY LEVEL INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
PROFICIENCY LEVEL	INDICATOR INDICATOR	RF.3.4.a. RF.3.4.c.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD KS.RI.3. Reading: Informational Text	INDICATOR INDICATOR STANDARD	RF.3.4.a. RF.3.4.c.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading: Informational Text
	INDICATOR STANDARD BENCHMARK INDICATOR / PROFICIENCY	RF.3.4.a. RF.3.4.c. KS.RI.3.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading: Informational Text Key Ideals and Details
BENCHMARK Craft and Structure	PROFICIENCY LEVEL INDICATOR INDICATOR STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL	RF.3.4.c. RF.3.4.c. KS.RI.3.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading: Informational Text Key Ideals and Details Determine the main idea of a text; recount the key details and explain how they support the main idea.
INDICATOR / RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Green PROFICIENCY topic or subject area. LEVEL	INDICATOR INDICATOR STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL STANDARD	RF.3.4.c. RF.3.4.c. KS.RI.3.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading: Informational Text Key Ideals and Details Determine the main idea of a text; recount the key details and explain how they support the main idea. Reading: Informational Text

STANDARD	KC DI 2	Reading: Informational Te	v+

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 / RI.3.1 PROFICIENCY LEVEL	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
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.
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
ST ANDARD BENCHMARK	KS.SL.3.	Speaking and Listening Comprehension and Collaboration
	KS.SL.3. SL.3.2.	
BENCHMARK INDICATOR / PROFICIENCY	SL.3.2.	Comprehension and Collaboration Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and

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	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.
LEVEL		
ST AND ARD	KS.RF.3.	Reading: Foundational
	KS.RF.3.	Reading: Foundational Fluency
STANDARD	KS.RF.3.	·
STANDARD BENCHMARK INDICATOR / PROFICIENCY		Fluency Read with sufficient accuracy and fluency to support comprehension.
STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR	RF.3.4.a. RF.3.4.c.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR INDICATOR	RF.3.4.a. RF.3.4.c.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR INDICATOR STANDARD	RF.3.4.a. RF.3.4.c.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading: Informational Text
STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR STANDARD BENCHMARK INDICATOR / PROFICIENCY	RF.3.4.a. RF.3.4.c. KS.RI.3.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading: Informational Text Key Ideals and Details
STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL	RF.3.4.a. RF.3.4.c. KS.RI.3.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading: Informational Text Key Ideals and Details Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL STANDARD	RF.3.4.a. RF.3.4.c. KS.RI.3.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading: Informational Text Key Ideals and Details Determine the main idea of a text; recount the key details and explain how they support the main idea. 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
		Range of Reading and Level of Text
BENCHMARK		Range of Reading and Level of Text

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.
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.
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		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.
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		Language in Writing
INDICATOR /	W.3.10.	Demonstrate knowledge of language and command of the conventions of standard English grammar

INDICATOR

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

STANDARD	KS.W.3.	Writing

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	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

INDICATOR /	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-
PROFICIENCY		with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing the

with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing the 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 tonics 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.
INDIO/TIOIT	OL.O.I.u.	Explain their lacas 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
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 Friend, 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.
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.

My House, 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.
STANDARD	KS.W.3.	Writing
BENCHMARK		Production and Distribution of Writing

 $With \ guidance \ and \ support \ from \ adults, \ produce \ writing \ in \ which \ the \ development \ and \ organization \ are \ appropriate \ to$

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W.3.4.

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.a.	Choose words and phrases for effect.
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

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
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.	
STANDARD BENCHMARK	KS.W.3.	
	W.3.2.	Writing
BENCHMARK INDICATOR / PROFICIENCY		Writing Text Types and Purposes
BENCHMARK INDICATOR / PROFICIENCY LEVEL	W.3.2.	Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR	W.3.2. W.3.2.a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR INDICATOR	W.3.2.a. W.3.2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details.
BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR INDICATOR INDICATOR	W.3.2.a. W.3.2.b. W.3.2.d.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Provide a concluding statement or section.
BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR INDICATOR INDICATOR STANDARD	W.3.2.a. W.3.2.b. W.3.2.d.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Provide a concluding statement or section. Writing
BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR INDICATOR INDICATOR STANDARD BENCHMARK INDICATOR / PROFICIENCY	W.3.2.a. W.3.2.b. W.3.2.d. KS.W.3.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Provide a concluding statement or section. Writing Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to

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.

INDICATOR /

PROFICIENCY LEVEL

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

LEVEL

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

LEVEL

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 Ideals 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	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		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

K Language in Writing	BENCHMARK	
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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 Ideals 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.

Roanoke, 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
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		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.
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 Ideals 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.
		Roanoke, Part 2
		Kansas Academic Standards
		Language Arts Grade 3 - Adopted: 2017
STANDARD	KS.W.3.	Writing
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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
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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.	
PROFICIENCY LEVEL		·	
PROFICIENCY		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

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

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	
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.3.6.	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

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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 Ideals 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).	
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.		
		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		
BENCHWARK		Froduction 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.3.10.	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.SL.3.	Speaking and Listening		
BENCHMARK		Comprehension and Collaboration		
INDICATOR I 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.		

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.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		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

BENCHMARK

KS.RI.3. Reading: Informational Text

Key Ideals 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.
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.
		Rooster, 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		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		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.
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 Ideals and Details

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
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.
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.

Language Arts

Grade 3 - Adopted: 2017

STANDARD	KS.W.3.	Writing
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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.		
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.		

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

INDICATOR

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.		
		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		
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.		
NDICATOR	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		
INDICATOR /	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate t		

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

PROFICIENCY

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LEVEL

LEVEL

task and purpose.

and editing.

STANDARD	KS.W.3.	Writing
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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
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.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		Fluency
INDICATOR I 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		Key Ideals and Details
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.
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.
STANDARD	KS.RL.3.	Reading: Literature
BENCHMARK		Craft and Structure

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.
INDICATOR / PROFICIENCY LEVEL	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
STANDARD	KS.RL.3.	Reading: Literature
BENCHMARK		Integration of Knowledge and Ideas
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).
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.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
INDICATOR / PROFICIENCY LEVEL	RL.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.
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
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 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
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
INDICATOR / PROFICIENCY LEVEL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate 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) a 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 gramma 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 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		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.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to

INDICATOR

STANDARD

BENCHMARK

KS.RL.3. Reading: Literature

create meaning.

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

BENCHMARK		Key Ideals and Details
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.

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
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

Production and Distribution of Writing

### Bask and purpose. ### Bask and purpose. ### With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. ### BASK. ### Bask and purpose. ### BASK. ### Bask and purpose. ### BASK. ### Bask and purpose. ### BASK. ### BASK. ### Bask and purpose. ### BASK. ### BA			
TANDARD KS.W.3. Writing Language in Writing Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. DICATOR W.3.10. Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. DICATOR W.3.10. Dependent with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. TANDARD KS.W.3. Writing SENCHMARK Language in Writing Demonstrate command of the conventions of standard English Capitalization, punctuation, and selling when writing. DICATOR W.3.11. Demonstrate command of the conventions of standard English Capitalization, punctuation, and selling with the writing. DICATOR W.3.11. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., silting, smilled, cries, happiness). TANDARD KS.W.3. Writing SENCHMARK Range of Writing Willie rousinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single silting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. TANDARD KS.S.S. Speaking and Listening Comprehension and Collaboration NDICATOR 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 other information known about the topic to explore ideas under discussion. DICATOR SL.3.1. Engage effectively in a range of soliaborative 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 other information known about the topic to explore ideas under discussion. DICATOR SL.3.1. English their ideas and understanding of information presented, stay on lopic, and link their comments of others.	INDICATOR / PROFICIENCY LEVEL	W.3.4.	
SENCHMARK Laguage in Writing NDICATOR / RROFICIENCY EVEL W.3.10. Demonstrate knowledge of language and command of the conventions of standard English grammar LEVEL NDICATOR / W.3.10. Experiment with nours, pronours, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. KS.W.3. Writing SENCHMARK Language in Writing Demonstrate command of the conventions of standard English capitalization, punctuation, and sent pelling when writing. NDICATOR / W.3.11. Demonstrate command of the conventions of standard English capitalization, punctuation, and sent pelling when writing. NDICATOR / W.3.12. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). NDICATOR / W.3.12. Writing NDICATOR / W.3.13. Writing NDICATOR / W.3.14. Speaking and Listening NDICATOR / W.3.15. Speaking and Listening Comprehension and Collaboration NDICATOR / SL.3.1. Unique effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with the proposed of the studied required material: explicitly draw on that preparation and other information known about the topics and texts, building on others' ideas and expressing their own clearly. NDICATOR SL.3.1. Come to discussions prepared, having read or studied required material: explicitly draw on that preparation and other information known about the topics and texts under discussion). NDICATOR SL.3.1. Explain their ideas and understanding of information presented, stay on topic, and link their comments to the remarks of others. NDICATOR SL.3.2. Explain their ideas and understanding of information presented, stay on topic, and link their comments to the remarks of others.	INDICATOR / PROFICIENCY LEVEL	W.3.5.	
NDICATOR / REPLETED NDICATOR W.3.10. Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.	STANDARD	KS.W.3.	Writing
ANDICATOR W.3.10.b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. TANDARD KS.W.3. Writing BENCHMARK NUICATOR W.3.11. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NUICATOR W.3.11. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sifting, smiled, cries, happiness). TANDARD KS.W.3. Writing Range of Writing NUICATOR / ROPICIENCY EVEL TANDARD KS.S.J.3. Speaking and Listening KS.S.J.3. Speaking and Listening Comprehension and Collaboration NUICATOR / 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. NUICATOR SL.3.1. Come to discussions prepared, having mead or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. NUICATOR SL.3.1. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. NUICATOR SL.3.1. Explain their ideas and understanding of information presented, stay on topic, and link their comments to the remarks of others. NUICATOR SL.3.1. Explain their ideas and understanding in light of the discussion.	BENCHMARK		Language in Writing
TANDARD KS.W.3. Writing BENCHMARK Language in Writing BENCHMARK W3.11. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W3.11. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). TANDARD KS.W.3. Writing BENCHMARK Range of Writing W3.12. Write routinely over extended films frames (time for research, reflection, and revision) and shorter time frames (a single stiting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. EVEL TANDARD KS.S.J.3. Speaking and Listening ENCHMARK Comprehension and Collaboration NDICATOR 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. NDICATOR SL.3.1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. NDICATOR SL.3.1. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. NDICATOR SL.3.1. Explain their ideas and understanding in light of the discussion.	INDICATOR / PROFICIENCY LEVEL	W.3.10.	
DENCHMARK Language in Writing Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W3.11. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W3.11. W3.12. Writing Range of Writing W3.12. 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. W5.SL.3. Speaking and Listening Comprehension and Collaboration NDICATOR / 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. NDICATOR SL.3.1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. NDICATOR SL.3.1. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. NDICATOR SL.3.1. Explain their ideas and understanding in light of the discussion.	INDICATOR	W.3.10.b.	
NDICATOR / ROPICIENCY NDICATOR W.3.11. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NDICATOR W.3.11. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). TANDARD KS.W.3. Writing Range of Writing NDICATOR / ROPICIENCY EVEL TANDARD KS.SL.3. Speaking and Listening ENCHMARK Comprehension and Collaboration NDICATOR / 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. NDICATOR SL.3.1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. NDICATOR SL.3.1. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. NDICATOR SL.3.1. Explain their ideas and understanding in light of the discussion.	STANDARD	KS.W.3.	Writing
Spelling when writing. Spelling when writing.	BENCHMARK		Language in Writing
SENCHMARK Range of Writing 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. EVEL TANDARD KS.SL.3. Speaking and Listening SENCHMARK Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly. NDICATOR SL.3.1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. NDICATOR 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). NDICATOR SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. NDICATOR SL.3.1.d. Explain their ideas and understanding in light of the discussion.	INDICATOR / PROFICIENCY LEVEL	W.3.11.	
NDICATOR / 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. KS.SL.3. Speaking and Listening SENCHMARK Comprehension and Collaboration NDICATOR / 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. NDICATOR 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. NDICATOR 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). NDICATOR SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. NDICATOR SL.3.1.d. Explain their ideas and understanding in light of the discussion.	INDICATOR	W.3.11.e.	
NDICATOR / PROFICIENCY EVEL 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. KS.SL.3. Speaking and Listening Comprehension and Collaboration NDICATOR / 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. NDICATOR SL.3.1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. NDICATOR 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). NDICATOR SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. NDICATOR SL.3.1.d. Explain their ideas and understanding in light of the discussion.	STANDARD	KS.W.3.	Writing
TANDARD KS.SL.3. Speaking and Listening BENCHMARK Comprehension and Collaboration BENCHMARK Comprehension and 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. NDICATOR SL.3.1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. NDICATOR 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). NDICATOR SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. NDICATOR SL.3.1.d. Explain their ideas and understanding in light of the discussion.	BENCHMARK		Range of Writing
NDICATOR 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. NDICATOR 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. NDICATOR 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). NDICATOR SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. NDICATOR SL.3.1.d. Explain their ideas and understanding in light of the discussion.	INDICATOR / PROFICIENCY LEVEL	W.3.12.	· · · · · · · · · · · · · · · · · · ·
NDICATOR SL.3.1.	STANDARD	KS.SL.3.	Speaking and Listening
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of others. NDICATOR SL.3.1.d. Explain their ideas and understanding in light of the discussion.	INDICATOR	SL.3.1.b.	
	INDICATOR	SL.3.1.c.	
TANDARD KS.SL.3. Speaking and Listening	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
BENCHWARK		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.
PROFICIENCY	RF.3.3. RF.3.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words.
PROFICIENCY LEVEL		Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful).
PROFICIENCY LEVEL INDICATOR	RF.3.3.a. RF.3.3.b.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful).
PROFICIENCY LEVEL INDICATOR INDICATOR	RF.3.3.a. RF.3.3.b.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful). Decode words with common Latin suffixes (e.g., -able, -ation, -ible).
INDICATOR INDICATOR STANDARD	RF.3.3.a. RF.3.3.b.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful). Decode words with common Latin suffixes (e.g., -able, -ation, -ible). Reading: Foundational
PROFICIENCY LEVEL INDICATOR INDICATOR STANDARD BENCHMARK INDICATOR / PROFICIENCY	RF.3.3.a. RF.3.3.b. KS.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful). Decode words with common Latin suffixes (e.g., -able, -ation, -ible). Reading: Foundational Fluency Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL INDICATOR INDICATOR STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL	RF.3.3.a. RF.3.3.b. KS.RF.3. RF.3.4.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful). Decode words with common Latin suffixes (e.g., -able, -ation, -ible). Reading: Foundational Fluency Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL INDICATOR INDICATOR STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR	RF.3.3.a. RF.3.3.b. KS.RF.3. RF.3.4. RF.3.4.a.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful). Decode words with common Latin suffixes (e.g., -able, -ation, -ible). Reading: Foundational Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
PROFICIENCY LEVEL INDICATOR INDICATOR STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR INDICATOR	RF.3.3.a. RF.3.3.b. KS.RF.3. RF.3.4. RF.3.4.a.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful). Decode words with common Latin suffixes (e.g., -able, -ation, -ible). Reading: Foundational Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.	
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.	
STANDARD	KS.RL.3.	Reading: Literature	
BENCHMARK		Craft and Structure	
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.	
INDICATOR / PROFICIENCY LEVEL	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.	
STANDARD	KS.RL.3.	Reading: Literature	
BENCHMARK		Integration of Knowledge and Ideas	
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).	
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.a.	Use sentence-level context as a clue to the meaning of a word or phrase.	
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.RL.3.	Reading: Literature	
BENCHMARK		Language in Reading: Literature	
INDICATOR / PROFICIENCY LEVEL	RL.3.12.	Demonstrate understanding of word relationships and nuances in word meanings.	
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	
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.

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
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.	
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		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.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
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
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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
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

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

STANDARD KS.SL.3. Speaking and Listening

create meaning.

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 Ideals 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.
		Treasure Map, Part 1

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.
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.
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.
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 Ideals and Details
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
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.
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.
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.
		William Penn, 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
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.

KS.SL.3. Speaking and Listening STANDARD

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.
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 Ideals 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
BENCHWARK		Chart 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.
INDICATOR / PROFICIENCY		Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3
INDICATOR / PROFICIENCY LEVEL		Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
INDICATOR / PROFICIENCY LEVEL STANDARD		Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area. Reading: Informational Text
INDICATOR / PROFICIENCY LEVEL STANDARD BENCHMARK INDICATOR / PROFICIENCY	KS.RI.3.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area. Reading: Informational Text Integration of Knowledge and Ideas Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate
INDICATOR / PROFICIENCY LEVEL ST ANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	KS.RI.3. RI.3.7.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area. Reading: Informational Text Integration of Knowledge and Ideas Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison,
INDICATOR / PROFICIENCY LEVEL STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	KS.RI.3. RI.3.7.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area. Reading: Informational Text Integration of Knowledge and Ideas Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
INDICATOR / PROFICIENCY LEVEL STANDARD BENCHMARK INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL	KS.RI.3. RI.3.7. RI.3.8.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area. Reading: Informational Text Integration of Knowledge and Ideas Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Compare and contrast the most important points and key details presented in two texts on the same topic.

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

STANDARD	KC DI 2	Deading, Informational Toy
BENCHMARK	K5.KI.3.	Reading: Informational Text 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.
		William Penn, Part 2
		Kansas Academic Standards Language Arts Grade 3 - Adopted: 2017
STANDARD	KS.W.3.	Writing
BENCHMARK		Text Types and Purposes
INDICATOR I 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.
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.
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	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.

LEVEL