

Adventures in Writing

Benjamin Franklin's Lightning Rod

Ohio Learning Standards
Language Arts
Grade 3 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /
ACADEMIC
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STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN /
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STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
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STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
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STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /
ACADEMIC
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STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**DOMAIN /
ACADEMIC
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STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
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STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
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STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
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STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
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STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
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STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.3.2.	Analyze informational text development.

PROFICIENCY LEVEL	RI.3.2.a.	Determine the main idea of a text.
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PROFICIENCY LEVEL	RI.3.2.b.	Retell the key details and explain how they support the main idea.
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**DOMAIN /
ACADEMIC
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STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**DOMAIN /
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STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.8.	Describe the relationships between the evidence and points an author uses throughout a text.
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STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
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**DOMAIN /
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STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY LEVEL RF.3.4.a. Read grade-level text with purpose and understanding.

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

**DOMAIN /
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STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PROFICIENCY LEVEL W.3.2.a. Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.

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

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STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

BENCHMARK / GRADE LEVEL INDICATOR W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

BENCHMARK / GRADE LEVEL INDICATOR W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.

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Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /
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Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PROFICIENCY LEVEL	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
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**DOMAIN /
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Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
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STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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**DOMAIN /
ACADEMIC
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STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

PROFICIENCY LEVEL L.3.1.h. Use coordinating and subordinating conjunctions.

DOMAIN / ACADEMIC CONTENT STANDARD Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL L.3.2.a. Capitalize appropriate words in titles.

PROFICIENCY LEVEL L.3.2.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

PROFICIENCY LEVEL L.3.2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

DOMAIN / ACADEMIC CONTENT STANDARD Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL L.3.3.a. Choose words and phrases for effect.

DOMAIN / ACADEMIC CONTENT STANDARD Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

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Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

Dolphins

Ohio Learning Standards

Language Arts

Grade 3 - Adopted: 2017

**DOMAIN /
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STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR 2. Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /
ACADEMIC
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STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

BENCHMARK / GRADE LEVEL INDICATOR 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN /
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STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /
GRADE LEVEL
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
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STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK /
GRADE LEVEL
INDICATOR

10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
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STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
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STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK /
GRADE LEVEL
INDICATOR

5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

BENCHMARK /
GRADE LEVEL
INDICATOR

6.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**DOMAIN /
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STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /
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STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
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STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**DOMAIN /
ACADEMIC
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STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**DOMAIN /
ACADEMIC
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STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**DOMAIN /
ACADEMIC
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STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /
ACADEMIC
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STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.3.2.	Analyze informational text development.

PROFICIENCY LEVEL RI.3.2.a. Determine the main idea of a text.

PROFICIENCY LEVEL RI.3.2.b. Retell the key details and explain how they support the main idea.

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Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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).
BENCHMARK / GRADE LEVEL INDICATOR	RI.3.8.	Describe the relationships between the evidence and points an author uses throughout a text.

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Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
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**DOMAIN /
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STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
BENCHMARK / GRADE LEVEL INDICATOR	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

PROFICIENCY LEVEL	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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PROFICIENCY LEVEL	RF.3.3.b.	Decode words with common Latin suffixes.
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**DOMAIN /
ACADEMIC
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STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY LEVEL	RF.3.4.a.	Read grade-level text with purpose and understanding.
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PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**DOMAIN /
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STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
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**DOMAIN /
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STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
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STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /
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STANDARD**

Speaking and Listening Standards K–12

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

**DOMAIN /
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STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
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STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PROFICIENCY LEVEL L.3.3.a. Choose words and phrases for effect.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

PROFICIENCY LEVEL L.3.4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

Hagia Sophia

Ohio Learning Standards

Language Arts

Grade 3 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	RANGE OF WRITING	
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK	PRESENTATION OF KNOWLEDGE AND IDEAS	
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.2.	Analyze informational text development.
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PROFICIENCY LEVEL	RI.3.2.a.	Determine the main idea of a text.
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PROFICIENCY LEVEL	RI.3.2.b.	Retell the key details and explain how they support the main idea.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.8.	Describe the relationships between the evidence and points an author uses throughout a text.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
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BENCHMARK / GRADE LEVEL INDICATOR	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PROFICIENCY LEVEL	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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PROFICIENCY LEVEL	RF.3.3.b.	Decode words with common Latin suffixes.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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PROFICIENCY LEVEL	RF.3.4.a.	Read grade-level text with purpose and understanding.
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PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
---------------------------------	--	---------------------------------------

BENCHMARK / GRADE LEVEL INDICATOR	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).
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Hannibal's War

**Ohio Learning Standards
Language Arts
Grade 3 - Adopted: 2017**

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
---------------------------------	--	------------------------------

BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
---------------------------------	--	----------------------------

BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
---------------------------------	--

BENCHMARK /
GRADE LEVEL
INDICATOR

10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES
---------------------------------	--------------------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING
---------------------------------	---

BENCHMARK /
GRADE LEVEL
INDICATOR

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK /
GRADE LEVEL
INDICATOR

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

BENCHMARK /
GRADE LEVEL
INDICATOR

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE
---------------------------------	--

BENCHMARK /
GRADE LEVEL
INDICATOR

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	RANGE OF WRITING
---------------------------------	-------------------------

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
-----------------------------	--	--

BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.3.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.3.2.a.	Determine the main idea of a text.
PROFICIENCY LEVEL	RI.3.2.b.	Retell the key details and explain how they support the main idea.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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).
BENCHMARK / GRADE LEVEL INDICATOR	RI.3.8.	Describe the relationships between the evidence and points an author uses throughout a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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PROFICIENCY LEVEL	RF.3.4.a.	Read grade-level text with purpose and understanding.
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PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

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

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
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PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

DOMAIN / ACADEMIC CONTENT STANDARD Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

DOMAIN / ACADEMIC CONTENT STANDARD Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

John Muir

**Ohio Learning Standards
Language Arts
Grade 3 - Adopted: 2017**

DOMAIN / ACADEMIC CONTENT STANDARD College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

DOMAIN / ACADEMIC CONTENT STANDARD College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
---------------------------------	--	--

BENCHMARK /
GRADE LEVEL
INDICATOR

1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
---------------------------------	--	--

BENCHMARK /
GRADE LEVEL
INDICATOR

4.

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK /
GRADE LEVEL
INDICATOR

1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.2.	Analyze informational text development.
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PROFICIENCY LEVEL	RI.3.2.a.	Determine the main idea of a text.
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PROFICIENCY LEVEL	RI.3.2.b.	Retell the key details and explain how they support the main idea.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.8.	Describe the relationships between the evidence and points an author uses throughout a text.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Foundational Skills K–12**

STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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PROFICIENCY LEVEL	RF.3.4.a.	Read grade-level text with purpose and understanding.
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PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
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DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
----------------------	--	------------------

BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
----------------------	--	---------------------------------

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

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
PROFICIENCY LEVEL	L.3.2.b.	Use commas in addresses.
PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PROFICIENCY LEVEL L.3.3.a. Choose words and phrases for effect.

DOMAIN / ACADEMIC CONTENT STANDARD Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

DOMAIN / ACADEMIC CONTENT STANDARD Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

DOMAIN / ACADEMIC CONTENT STANDARD Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

Leif Eriksson

**Ohio Learning Standards
Language Arts
Grade 3 - Adopted: 2017**

DOMAIN / ACADEMIC CONTENT STANDARD College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.2.	Analyze informational text development.
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PROFICIENCY LEVEL	RI.3.2.a.	Determine the main idea of a text.
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PROFICIENCY LEVEL	RI.3.2.b.	Retell the key details and explain how they support the main idea.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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).
BENCHMARK / GRADE LEVEL INDICATOR	RI.3.8.	Describe the relationships between the evidence and points an author uses throughout a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.3.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.
PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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PROFICIENCY LEVEL	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement.
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
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PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.3.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.3.2.a.	Determine the main idea of a text.
PROFICIENCY LEVEL	RI.3.2.b.	Retell the key details and explain how they support the main idea.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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).
BENCHMARK / GRADE LEVEL INDICATOR	RI.3.8.	Describe the relationships between the evidence and points an author uses throughout a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.3.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PROFICIENCY LEVEL W.3.2.a. Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.

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

DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

BENCHMARK / GRADE LEVEL INDICATOR W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

BENCHMARK / GRADE LEVEL INDICATOR 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.

DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR 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.

PROFICIENCY LEVEL 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.

PROFICIENCY LEVEL 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).

PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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PROFICIENCY LEVEL	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL L.3.3.a. Choose words and phrases for effect.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).
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Mayflower, Part 1

Ohio Learning Standards
Language Arts
Grade 3 - Adopted: 2017

DOMAIN /
ACADEMIC
CONTENT
STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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DOMAIN /
ACADEMIC
CONTENT
STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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DOMAIN /
ACADEMIC
CONTENT
STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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DOMAIN /
ACADEMIC
CONTENT
STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.3.2.	Analyze informational text development.

PROFICIENCY LEVEL	RI.3.2.a.	Determine the main idea of a text.
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PROFICIENCY LEVEL	RI.3.2.b.	Retell the key details and explain how they support the main idea.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.8.	Describe the relationships between the evidence and points an author uses throughout a text.
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY LEVEL	RF.3.4.a.	Read grade-level text with purpose and understanding.
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PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

PROFICIENCY LEVEL L.3.1.d. Form and use regular and irregular verbs.

PROFICIENCY LEVEL L.3.1.f. Ensure subject-verb and pronoun-antecedent agreement.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL L.3.2.a. Capitalize appropriate words in titles.

PROFICIENCY LEVEL L.3.2.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

PROFICIENCY LEVEL L.3.2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL L.3.3.a. Choose words and phrases for effect.

My Friend, Part 1

Ohio Learning Standards

Language Arts

Grade 3 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	
BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
---------------------------------	--	-------------------------

BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

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

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).
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My Friend, Part 2

**Ohio Learning Standards
Language Arts
Grade 3 - Adopted: 2017**

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL L.3.3.a. Choose words and phrases for effect.

My House, Part 1

Ohio Learning Standards

Language Arts

Grade 3 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	RANGE OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK	PRESENTATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE
---------------------------------	---------------------------------------

BENCHMARK / GRADE LEVEL INDICATOR	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).
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My House, Part 2

Ohio Learning Standards
Language Arts
Grade 3 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES
---------------------------------	--------------------------------

BENCHMARK / GRADE LEVEL INDICATOR	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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BENCHMARK / GRADE LEVEL INDICATOR	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	RANGE OF WRITING
---------------------------------	-------------------------

BENCHMARK / GRADE LEVEL INDICATOR	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	
BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.
PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

BENCHMARK / GRADE LEVEL INDICATOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
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PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PROFICIENCY LEVEL L.3.3.a. Choose words and phrases for effect.

Nile River, Yangtze River

**Ohio Learning Standards
Language Arts
Grade 3 - Adopted: 2017**

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK	KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR 2. Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK	CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

BENCHMARK / GRADE LEVEL INDICATOR 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR 10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.2.	Analyze informational text development.
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PROFICIENCY LEVEL	RI.3.2.a.	Determine the main idea of a text.
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PROFICIENCY LEVEL	RI.3.2.b.	Retell the key details and explain how they support the main idea.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.8.	Describe the relationships between the evidence and points an author uses throughout a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
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BENCHMARK / GRADE LEVEL INDICATOR	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PROFICIENCY LEVEL	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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PROFICIENCY LEVEL	RF.3.3.b.	Decode words with common Latin suffixes.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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PROFICIENCY LEVEL	RF.3.4.a.	Read grade-level text with purpose and understanding.
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PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

PROFICIENCY LEVEL L.3.4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

Orchestra and Conductor

Ohio Learning Standards

Language Arts

Grade 3 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.2.	Analyze informational text development.
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PROFICIENCY LEVEL RI.3.2.a. Determine the main idea of a text.

PROFICIENCY LEVEL RI.3.2.b. Retell the key details and explain how they support the main idea.

DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK **CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR 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.

DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK **INTEGRATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR 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).

BENCHMARK / GRADE LEVEL INDICATOR RI.3.8. Describe the relationships between the evidence and points an author uses throughout a text.

DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK **RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK / GRADE LEVEL INDICATOR RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Foundational Skills K–12**

STANDARD / BENCHMARK **PHONICS AND WORD RECOGNITION**

BENCHMARK / GRADE LEVEL INDICATOR	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PROFICIENCY LEVEL RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.

PROFICIENCY LEVEL RF.3.3.b. Decode words with common Latin suffixes.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY LEVEL RF.3.4.a. Read grade-level text with purpose and understanding.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL 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.

PROFICIENCY LEVEL 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).

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

PROFICIENCY LEVEL SL.3.1.d. Explain their own ideas and understanding in light of the discussion.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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PROFICIENCY LEVEL	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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PROFICIENCY LEVEL L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

Roanoke, Part 1

**Ohio Learning Standards
Language Arts
Grade 3 - Adopted: 2017**

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR 2. Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

BENCHMARK / GRADE LEVEL INDICATOR 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK	PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.3.2.	Analyze informational text development.

PROFICIENCY LEVEL	RI.3.2.a.	Determine the main idea of a text.
PROFICIENCY LEVEL	RI.3.2.b.	Retell the key details and explain how they support the main idea.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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).
BENCHMARK / GRADE LEVEL INDICATOR	RI.3.8.	Describe the relationships between the evidence and points an author uses throughout a text.

BENCHMARK / GRADE LEVEL INDICATOR	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Foundational Skills K–12**

STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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PROFICIENCY LEVEL	RF.3.4.a.	Read grade-level text with purpose and understanding.
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PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.

BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).
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Roanoke, Part 2

Ohio Learning Standards

Language Arts

Grade 3 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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BENCHMARK / GRADE LEVEL INDICATOR	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.
PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

BENCHMARK / GRADE LEVEL INDICATOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
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PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PROFICIENCY LEVEL L.3.3.a. Choose words and phrases for effect.

Roman Colosseum

Ohio Learning Standards
Language Arts
Grade 3 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR 2. Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR 10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.2.	Analyze informational text development.
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PROFICIENCY LEVEL	RI.3.2.a.	Determine the main idea of a text.
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PROFICIENCY LEVEL	RI.3.2.b.	Retell the key details and explain how they support the main idea.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.8.	Describe the relationships between the evidence and points an author uses throughout a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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PROFICIENCY LEVEL	RF.3.4.a.	Read grade-level text with purpose and understanding.
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PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.
PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
---------------------------------	--	---------------------------------------

BENCHMARK / GRADE LEVEL INDICATOR	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).
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Roman Hoplite, American Quarter Horse

Ohio Learning Standards

Language Arts

Grade 3 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
---------------------------------	--	------------------------------

BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.2.	Analyze informational text development.
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PROFICIENCY LEVEL RI.3.2.a. Determine the main idea of a text.

PROFICIENCY LEVEL RI.3.2.b. Retell the key details and explain how they support the main idea.

DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK **CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR 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.

DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK **INTEGRATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR 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).

BENCHMARK / GRADE LEVEL INDICATOR RI.3.8. Describe the relationships between the evidence and points an author uses throughout a text.

DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK **RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK / GRADE LEVEL INDICATOR RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Foundational Skills K–12**

STANDARD / BENCHMARK **FLUENCY**

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

PROFICIENCY LEVEL	RF.3.4.a.	Read grade-level text with purpose and understanding.
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PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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PROFICIENCY LEVEL	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PROFICIENCY LEVEL	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
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DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).
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Rooster, Part 1

Ohio Learning Standards
Language Arts
Grade 3 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK /
GRADE LEVEL
INDICATOR

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK /
GRADE LEVEL
INDICATOR

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

BENCHMARK /
GRADE LEVEL
INDICATOR

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.2.	Analyze informational text development.
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PROFICIENCY LEVEL RI.3.2.a. Determine the main idea of a text.

PROFICIENCY LEVEL RI.3.2.b. Retell the key details and explain how they support the main idea.

DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK **CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR 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.

DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK **INTEGRATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR 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).

BENCHMARK / GRADE LEVEL INDICATOR RI.3.8. Describe the relationships between the evidence and points an author uses throughout a text.

DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK **RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK / GRADE LEVEL INDICATOR RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Foundational Skills K–12**

STANDARD / BENCHMARK **FLUENCY**

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

PROFICIENCY LEVEL	RF.3.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
----------------------	--	---------------------------------

BENCHMARK / GRADE LEVEL INDICATOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

Rooster, Part 2

Ohio Learning Standards

Language Arts

Grade 3 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
---------------------------------	--	-------------------------

BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
---------------------------------	--	--

BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL L.3.3.a. Choose words and phrases for effect.

The Fox and the Crow, Part 1

Ohio Learning Standards

Language Arts

Grade 3 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Reading		
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Reading		
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Writing		
STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Writing		
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Writing		
STANDARD / BENCHMARK	RANGE OF WRITING	

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Speaking and Listening		
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Speaking and Listening		
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Language		
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Language		
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Language		
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Literature K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Literature K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.3.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.3.2.b.	Retell stories, including fables, folktales, and myths from diverse cultures.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Literature K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Literature K–12**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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BENCHMARK / GRADE LEVEL INDICATOR	RL.3.6.	Describe the difference between points of view in texts, particularly first- and third-person narration.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Literature K–12**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR 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., emphasize aspects of a character or setting).

DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Literature K–12**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Foundational Skills K–12**

STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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PROFICIENCY LEVEL RF.3.4.a. Read grade-level text with purpose and understanding.

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

DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

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

PROFICIENCY LEVEL 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.

DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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PROFICIENCY LEVEL	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PROFICIENCY LEVEL	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
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DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).
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The Fox and the Crow, Part 2		
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Ohio Learning Standards
Language Arts
Grade 3 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing
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STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing
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STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing
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STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing
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STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.3.2.	Analyze literary text development.
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PROFICIENCY LEVEL RL.3.2.b. Retell stories, including fables, folktales, and myths from diverse cultures.

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

PROFICIENCY LEVEL 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.

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
BENCHMARK / GRADE LEVEL INDICATOR	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.

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
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PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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The Theft of Thor's Hammer, Part 1

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK /
GRADE LEVEL
INDICATOR

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK /
GRADE LEVEL
INDICATOR

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

BENCHMARK /
GRADE LEVEL
INDICATOR

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Language		
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Language		
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Language		
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Literature K–12		
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Literature K–12		
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.3.2.	Analyze literary text development.

PROFICIENCY LEVEL RL.3.2.b. Retell stories, including fables, folktales, and myths from diverse cultures.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK**

KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK**

CRAFT AND STRUCTURE

BENCHMARK /
GRADE LEVEL
INDICATOR

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

BENCHMARK /
GRADE LEVEL
INDICATOR

RL.3.6. Describe the difference between points of view in texts, particularly first- and third-person narration.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK**

INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK /
GRADE LEVEL
INDICATOR

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., emphasize aspects of a character or setting).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK**

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK /
GRADE LEVEL
INDICATOR

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

**STANDARD /
BENCHMARK**

PHONICS AND WORD RECOGNITION

BENCHMARK / GRADE LEVEL INDICATOR	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PROFICIENCY LEVEL RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.

PROFICIENCY LEVEL RF.3.3.b. Decode words with common Latin suffixes.

DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Foundational Skills K–12**

STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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PROFICIENCY LEVEL RF.3.4.a. Read grade-level text with purpose and understanding.

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

DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

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

PROFICIENCY LEVEL 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.

DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

BENCHMARK / GRADE LEVEL INDICATOR W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

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

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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PROFICIENCY LEVEL	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

Ohio Learning Standards

Language Arts

Grade 3 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Literature K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Literature K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.3.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.3.2.b.	Retell stories, including fables, folktales, and myths from diverse cultures.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
BENCHMARK / GRADE LEVEL INDICATOR	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

PROFICIENCY LEVEL RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.

PROFICIENCY LEVEL RF.3.3.b. Decode words with common Latin suffixes.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

PROFICIENCY LEVEL 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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

BENCHMARK / GRADE LEVEL INDICATOR W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

BENCHMARK / GRADE LEVEL INDICATOR 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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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PROFICIENCY LEVEL	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
-----------------------------	--	--

BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
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PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL L.3.3.a. Choose words and phrases for effect.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL L.3.4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

Tornadoes

**Ohio Learning Standards
Language Arts
Grade 3 - Adopted: 2017**

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR 2. Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

BENCHMARK / GRADE LEVEL INDICATOR 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /
GRADE LEVEL
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
---------------------------------	--	--

BENCHMARK /
GRADE LEVEL
INDICATOR

10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
---------------------------------	--	--------------------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
---------------------------------	--	---

BENCHMARK /
GRADE LEVEL
INDICATOR

4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK /
GRADE LEVEL
INDICATOR

5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

BENCHMARK /
GRADE LEVEL
INDICATOR

6.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
---------------------------------	--	--

BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
---------------------------------	--	-------------------------

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.2.	Analyze informational text development.
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PROFICIENCY LEVEL	RI.3.2.a.	Determine the main idea of a text.
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PROFICIENCY LEVEL	RI.3.2.b.	Retell the key details and explain how they support the main idea.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.8.	Describe the relationships between the evidence and points an author uses throughout a text.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
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BENCHMARK / GRADE LEVEL INDICATOR	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PROFICIENCY LEVEL	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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PROFICIENCY LEVEL	RF.3.3.b.	Decode words with common Latin suffixes.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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PROFICIENCY LEVEL	RF.3.4.a.	Read grade-level text with purpose and understanding.
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PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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PROFICIENCY LEVEL W.3.2.a. Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.

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

DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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PROFICIENCY LEVEL 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.

DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

BENCHMARK / GRADE LEVEL INDICATOR W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

BENCHMARK / GRADE LEVEL INDICATOR 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.

DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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).
PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	PRESENTATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).
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Treasure Map, Part 1

**Ohio Learning Standards
Language Arts
Grade 3 - Adopted: 2017**

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
---------------------------------	--	------------------------------

BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
---------------------------------	--

BENCHMARK /
GRADE LEVEL
INDICATOR

10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES
---------------------------------	--------------------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK /
GRADE LEVEL
INDICATOR

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	RANGE OF WRITING
---------------------------------	-------------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION
---------------------------------	--

BENCHMARK /
GRADE LEVEL
INDICATOR

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
---------------------------------	--	--

BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
---------------------------------	--	--

BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.3.2.	Analyze informational text development.

PROFICIENCY LEVEL	RI.3.2.a.	Determine the main idea of a text.
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PROFICIENCY LEVEL	RI.3.2.b.	Retell the key details and explain how they support the main idea.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.8.	Describe the relationships between the evidence and points an author uses throughout a text.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
-----------------------------	--	--

BENCHMARK / GRADE LEVEL INDICATOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY LEVEL RF.3.4.a. Read grade-level text with purpose and understanding.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

BENCHMARK / GRADE LEVEL INDICATOR W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
----------------------	--	------------------

BENCHMARK / GRADE LEVEL INDICATOR W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL 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.

PROFICIENCY LEVEL 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).

PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
---------------------------------	--	--

BENCHMARK / GRADE LEVEL INDICATOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
---------------------------------	--	--

BENCHMARK / GRADE LEVEL INDICATOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
---------------------------------	--	---------------------------------------

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

Treasure Map, Part 2

**Ohio Learning Standards
Language Arts
Grade 3 - Adopted: 2017**

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
---------------------------------	--	--------------------------------

BENCHMARK / GRADE LEVEL INDICATOR 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

BENCHMARK / GRADE LEVEL INDICATOR 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
----------------------	--	---------------------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
----------------------	--	--------------------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PROFICIENCY
LEVEL

W.3.2.a. Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.

PROFICIENCY
LEVEL

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
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PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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William Penn, Part 1

**Ohio Learning Standards
Language Arts
Grade 3 - Adopted: 2017**

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
---------------------------------	--	--

BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
---------------------------------	--	--------------------------------

BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
---------------------------------	--	--

BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
---------------------------------	--	-------------------------

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
---------------------------------	--	--

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.3.2.	Analyze informational text development.

PROFICIENCY LEVEL	RI.3.2.a.	Determine the main idea of a text.
PROFICIENCY LEVEL	RI.3.2.b.	Retell the key details and explain how they support the main idea.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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).
BENCHMARK / GRADE LEVEL INDICATOR	RI.3.8.	Describe the relationships between the evidence and points an author uses throughout a text.

BENCHMARK / GRADE LEVEL INDICATOR	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Foundational Skills K–12**

STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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PROFICIENCY LEVEL	RF.3.4.a.	Read grade-level text with purpose and understanding.
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PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.

BENCHMARK / GRADE LEVEL INDICATOR	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

William Penn, Part 2

Ohio Learning Standards

Language Arts

Grade 3 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

BENCHMARK / GRADE LEVEL INDICATOR 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
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BENCHMARK / GRADE LEVEL INDICATOR	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PROFICIENCY LEVEL	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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PROFICIENCY LEVEL	RF.3.3.b.	Decode words with common Latin suffixes.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
---------------------------------	--	-------------------------

BENCHMARK / GRADE LEVEL INDICATOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
---------------------------------	--	--

BENCHMARK / GRADE LEVEL INDICATOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL L.3.2.a. Capitalize appropriate words in titles.

PROFICIENCY LEVEL L.3.2.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

PROFICIENCY LEVEL L.3.2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL L.3.3.a. Choose words and phrases for effect.

DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL L.3.4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).