Main Criteria: Adventures in Writing

Secondary Criteria: Oregon Academic Content Standards

Subject: Language Arts Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

Oregon Academic Content Standards Language Arts

Grade 3 - Adopted: 2019/Effective 2021

STANDARD	I
CONTENT	
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Oregon English Language Arts and Literacy Standards

AREA		Oregon English Language Arts and Elteracy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT		Oregon English Language Arts and Literacy Standards
AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
CONTENT STANDARD /		College and Career Readiness Anchor Standards for Reading Key Ideas and Details
CONTENT STANDARD / PROFICIENCY	CCRA.R.	Key Ideas and Details
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	1.	Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual

STANDARD / CONTENT **AREA**

CONTENT STANDARD / PROFICIENCY	College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND	Craft and Structure

EXPECTATION /	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative
BENCHMARK	4.	meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.RI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.Rl.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.6.	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
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CONTENT STANDARD / PROFICIENCY		Writing
CONTENT STANDARD /		Writing Range of Writing
CONTENT STANDARD / PROFICIENCY	3.W.10.	
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	3.W.10.	Range of Writing With scaffolding, guidance, and support, 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,
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT	3.W.10.	Range of Writing With scaffolding, guidance, and support, 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.
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	3.W.10.	Range of Writing With scaffolding, guidance, and support, 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. Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /		Range of Writing With scaffolding, guidance, and support, 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. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	CCRA.L.1	Range of Writing With scaffolding, guidance, and support, 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. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language Conventions of Standard English

CONTENT		College and Career Readiness Anchor Standards for Language
STANDARD / PROFICIENCY		
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
EXPECTATION	3.L.1h.	Use coordinating and subordinating conjunctions.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards Language
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY		Language
CONTENT AREA CONTENT STANDARD I PROFICIENCY BENCHMARK I STRAND EXPECTATION		Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	3.L.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD	
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AREA		
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.
EXPECTATION	3.L.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening

BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1a.	With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1b.	Follow agreed-upon rules for discussions.
EXPECTATION	3.SL.1d.	Explain their own ideas and understanding in light of the discussion.
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STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards Speaking and Listening
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	3.SL.2.	Speaking and Listening
CONTENT AREA CONTENT STANDARD I PROFICIENCY BENCHMARK I STRAND EXPECTATION I		Speaking and Listening Comprehension and Collaboration Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT		Speaking and Listening Comprehension and Collaboration 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.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /		Speaking and Listening Comprehension and Collaboration 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. Oregon English Language Arts and Literacy Standards
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /		Speaking and Listening Comprehension and Collaboration 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. Oregon English Language Arts and Literacy Standards Speaking and Listening

STANDARD	I
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CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Phonics and Word Recognition
EXPECTATION / BENCHMARK	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	3.RF.3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	3.RF.3b.	Decode words with common suffixes. Read grade-appropriate irregularly spelled words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading

BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.RI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

STANDARD	I
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CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
EXPECTATION	3.W.1d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards Writing
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	3.W.3.	Writing
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION	3.W.3. 3.W.3d.	Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK		Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT		Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD /		Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure. Oregon English Language Arts and Literacy Standards
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /		Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure. Oregon English Language Arts and Literacy Standards Writing

EXPECTATION / BENCHMARK	3.W.6.	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.

EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
EXPECTATION	3.L.1d.	Form and use regular and irregular verbs.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
EXPECTATION	3.L.2f.	Use spelling patterns and generalizations in writing words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.
EXPECTATION	3.L.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1a.	With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1b.	Follow agreed-upon rules for discussions.
EXPECTATION	3.SL.1d.	Explain their own ideas and understanding in light of the discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.SL.4.	With guidance and support, 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.
EXPECTATION / BENCHMARK	3.SL.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.)
		Hagia Sophia
		Oregon Academic Content Standards
		Language Arts
		Grade 3 - Adopted: 2019/Effective 2021
STANDARD /		Oregon English Language Arts and Literacy Standards

CONTENT

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Phonics and Word Recognition
EXPECTATION / BENCHMARK	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	3.RF.3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.

EXPECTATION	3.RF.3b.	Decode words with common suffixes. Read grade-appropriate irregularly spelled words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.RI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RI.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.

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.

EXPECTATION 3.W.1d. Provide a concluding statement or section.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	3.W.3d.	Provide a sense of closure.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.6.	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing

BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
EXPECTATION	3.L.1d.	Form and use regular and irregular verbs.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
EXPECTATION	3.L.2f.	Use spelling patterns and generalizations in writing words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.
EXPECTATION	3.L.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK		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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STANDARD / CONTENT	.4.	organization, development, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA CONTENT STANDARD /	.4.	organization, development, and style are appropriate to task, purpose, and audience. Oregon English Language Arts and Literacy Standards
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	.4.	organization, development, and style are appropriate to task, purpose, and audience. Oregon English Language Arts and Literacy Standards Speaking and Listening
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	.4.	organization, development, and style are appropriate to task, purpose, and audience. Oregon English Language Arts and Literacy Standards Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	3.SL.1.	Oregon English Language Arts and Literacy Standards Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	3.SL.1. 3.SL.1a.	Oregon English Language Arts and Literacy Standards Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. With guidance and support, 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.

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.SL.4.	With guidance and support, 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.
EXPECTATION / BENCHMARK	3.SL.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.)
		Hannibal's War

Oregon Academic Content Standards Language Arts

Grade 3 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

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Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION /	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual

evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RI.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.

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.RI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.6.	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, 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,

revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes,

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CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION 3.L.1a. Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
EXPECTATION	3.L.2f.	Use spelling patterns and generalizations in writing words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.
EXPECTATION	3.L.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context.

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Oregon English Language Arts and Literacy Standards

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CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1a.	With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1b.	Follow agreed-upon rules for discussions.
EXPECTATION	3.SL.1d.	Explain their own ideas and understanding in light of the discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION /	3.SL.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.

 $formats, including\ visually,\ quantitatively,\ and\ or ally.$

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.SL.4.	With guidance and support, 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.
EXPECTATION / BENCHMARK	3.SL.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.)
		2.1

John Muir

Oregon Academic Content Standards Language Arts Grade 3 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	3.RI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.

BENCHMARK

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
EXPECTATION	3.W.1d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	3.W.3d.	Provide a sense of closure.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION /	3.W.4.	With guidance and support, 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.)

EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.6.	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
EXPECTATION	3.L.1d.	Form and use regular and irregular verbs.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.2b.	Use commas in addresses.
EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
EXPECTATION	3.L.2f.	Use spelling patterns and generalizations in writing words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.
EXPECTATION	3.L.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening

BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1a.	With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1b.	Follow agreed-upon rules for discussions.
EXPECTATION	3.SL.1d.	Explain their own ideas and understanding in light of the discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.SL.4.	With guidance and support, 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.
EXPECTATION / BENCHMARK	3.SL.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.)
		Leif Eriksson
		Oregon Academic Content Standards
		Language Arts
		Grade 3 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills

Read with sufficient accuracy and fluency to support comprehension.

BENCHMARK / STRAND

EXPECTATION 3.RF.4. / BENCHMARK

Fluency

EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RI.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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.RI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
EXPECTATION	3.W.1d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2d.	Provide a concluding statement or section.

STANDARD	I
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BENCHMARK

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	3.W.3d.	Provide a sense of closure.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.6.	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L. 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.
		reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
BENCHMARK ST ANDARD / CONTENT		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.
STANDARD / CONTENT AREA CONTENT STANDARD /		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. Oregon English Language Arts and Literacy Standards
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	6.	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. Oregon English Language Arts and Literacy Standards Language
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION	6.	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. Oregon English Language Arts and Literacy Standards Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	3.L.1.	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. Oregon English Language Arts and Literacy Standards Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION	3.L.1. 3.L.1a.	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. Oregon English Language Arts and Literacy Standards Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	3.L.1. 3.L.1a. 3.L.1d.	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. Oregon English Language Arts and Literacy Standards Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs. Form and use regular and irregular verbs.
BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION CONTENT	3.L.1. 3.L.1a. 3.L.1d.	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. Oregon English Language Arts and Literacy Standards Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs. Form and use regular and irregular verbs. Ensure subject-verb and pronoun-antecedent agreement.

EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
EXPECTATION	3.L.2f.	Use spelling patterns and generalizations in writing words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECT ATION / BENCHMARK	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.
EXPECTATION	3.L.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT ST ANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1a.	With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1b.	Follow agreed-upon rules for discussions.
EXPECTATION	3.SL.1d.	Explain their own ideas and understanding in light of the discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT ST ANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK	3.SL.4.	With guidance and support, 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.
EXPECTATION / BENCHMARK	3.SL.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.)
		Magnets
		Oregon Academic Content Standards
		Language Arts Grade 3 - Adopted: 2019/Effective 2021
ST ANDARD /		Oregon English Language Arts and Literacy Standards
CONTENT		
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION BENCHMARK	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
TANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
TANDARD / CONTENT REA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION /	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

BENCHMARK 4. meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.RI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	3.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
EXPECTATION	3.W.1d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	3.W.3d.	Provide a sense of closure.
STANDARD / CONTENT AREA	3.W.3d.	Provide a sense of closure. Oregon English Language Arts and Literacy Standards
STANDARD / CONTENT	3.W.3d.	
STANDARD / CONTENT AREA CONTENT STANDARD /	3.W.3d.	Oregon English Language Arts and Literacy Standards
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	3.W.3d.	Oregon English Language Arts and Literacy Standards Writing
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION /		Oregon English Language Arts and Literacy Standards Writing Production and Distribution of Writing With guidance and support, produce writing in which the development and organization are appropriate to task and
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	3.W.4.	Oregon English Language Arts and Literacy Standards Writing Production and Distribution of Writing With guidance and support, 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.) With guidance and support, develop and strengthen writing as needed by planning, revising, and editing. (Editing for

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
STANDARD /		Knowledge of Language
STANDARD / PROFICIENCY BENCHMARK /	CCRA.L.3	
BENCHMARK I STRAND	CCRA.L.3	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT	CCRA.L.3	Knowledge of Language 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.
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	CCRA.L.3	Knowledge of Language 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. Oregon English Language Arts and Literacy Standards
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	CCRA.L.3	Knowledge of Language 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. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	CCRA.L.	Knowledge of Language 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. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
EXPECTATION	3.L.1d.	Form and use regular and irregular verbs.
EXPECTATION	3.L.1f.	Ensure subject-verb and pronoun-antecedent agreement.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
EXPECTATION	3.L.2f.	Use spelling patterns and generalizations in writing words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECT ATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT ST ANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.

EXPECTATION	3.L.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1a.	With guidance and support, come to discussions prepared, having read or studied required material; explicitly dra on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1b.	Follow agreed-upon rules for discussions.

EXPECTATION	3.SL.1d.	Explain their own ideas and understanding in light of the discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.SL.4.	With guidance and support, 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.
EXPECTATION / BENCHMARK	3.SL.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.)
		Mayflower, Part 1
		Oregon Academic Content Standards
		Language Arts Grade 3 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading

BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.RI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
EXPECTATION / BENCHMARK	3.RI.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION /	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

BENCHMARK 2.

STANDARD / CONTENT AREA

EXPECTATION / 3.W.5.

BENCHMARK

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)

With guidance and support, 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.)

STANDARD	I
CONTENT	
ΔRFΔ	

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	3.W.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.
EXPECTATION	3.L.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	3.L.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards Speaking and Listening
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY	3.SL.1.	Speaking and Listening
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION	3.SL.1a.	Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK		Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	3.SL.1a.	Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. With guidance and support, 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.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION	3.SL.1a. 3.SL.1b.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. With guidance and support, 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. Follow agreed-upon rules for discussions.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT	3.SL.1a. 3.SL.1b.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. With guidance and support, 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. Follow agreed-upon rules for discussions. Explain their own ideas and understanding in light of the discussion.

EXPECTATION / BENCHMARK	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.SL.4.	With guidance and support, 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.
EXPECTATION / BENCHMARK	3.SL.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.)
		Mayflower, Part 2
		Oregon Academic Content Standards Language Arts
		Grade 3 - Adopted: 2019/Effective 2021
STANDARD /		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Eneracy Standards
		College and Career Readiness Anchor Standards for Writing
CONTENT STANDARD /		
CONTENT STANDARD / PROFICIENCY	CCRA.W.	College and Career Readiness Anchor Standards for Writing
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND		College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT		College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /		College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	2.	College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Writing

STANDARD / CONTENT AREA

BENCHMARK 6.

Oregon English Language Arts and Literacy Standards

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

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
EXPECTATION	3.W.1d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
		Provide a sense of closure.
EXPECTATION	3.W.3d.	Provide a Selise of Closule.

STANDARD I CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.6.	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards Language
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY	3.L.1.	Language
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION	3.L.1. 3.L.1a.	Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK		Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 3.L.1f. Ensure subject-verb and pronoun-antecedent agreement.

STANDARD	I
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
EXPECTATION	3.L.2f.	Use spelling patterns and generalizations in writing words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
		My Friend, Part 1

Oregon Academic Content Standards Language Arts Grade 3 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION /	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

BENCHMARK 4.

meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY	Reading Informational Text
BENCHMARK / STRAND	Craft and Structure

EXPECTATION / BENCHMARK	3.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT		I
STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1a.	With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1b.	Follow agreed-upon rules for discussions.
EXPECTATION	3.SL.1d.	Explain their own ideas and understanding in light of the discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.SL.4.	With guidance and support, 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.
EXPECTATION / BENCHMARK	3.SL.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.)
		My Friend, Part 2
		Oregon Academic Content Standards Language Arts Grade 3 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
EXPECTATION	3.W.1d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	3.W.3d.	Provide a sense of closure.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.6.	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
EXPECTATION	3.L.1b.	Form and use regular and irregular plural nouns.
EXPECTATION	3.L.1d.	Form and use regular and irregular verbs.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND Conventions of Standard English EXPECTATION 3.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION 3.L.2a. Capitalize appropriate words in titles. EXPECTATION 3.L.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. EXPECTATION 3.L.2f. Use spelling patterns and generalizations in writing words.	AREA		
EXPECTATION J.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION 3.L.2a. Capitalize appropriate words in titles. EXPECTATION 3.L.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.	STANDARD /		Language
EXPECTATION 3.L.2a. Capitalize appropriate words in titles. EXPECTATION 3.L.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.			Conventions of Standard English
EXPECTATION 3.L.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.		3.L.2.	
	EXPECTATION	3.L.2a.	Capitalize appropriate words in titles.
EXPECTATION 3.L.2f. Use spelling patterns and generalizations in writing words.	EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
	EXPECTATION	3.L.2f.	Use spelling patterns and generalizations in writing words.
STANDARD / Oregon English Language Arts and Literacy Standards CONTENT AREA	CONTENT		Oregon English Language Arts and Literacy Standards
CONTENT Language STANDARD / PROFICIENCY	STANDARD /		Language
BENCHMARK / STRAND Knowledge of Language			Knowledge of Language
EXPECTATION 3.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION 3.L.3a. Choose words and phrases for effect.	EXPECTATION	3.L.3a.	Choose words and phrases for effect.
My House, Part 1			
Oregon Academic Content Standards		Oregon Academic Content Standards	
Language Arts			

Grade 3 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT

AREA

CONTENT STANDARD / PROFICIENCY	Reading Informational Text
BENCHMARK / STRAND	Craft and Structure

EXPECTATION / BENCHMARK	3.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, 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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT		I
STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1a.	With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1b.	Follow agreed-upon rules for discussions.
EXPECTATION	3.SL.1d.	Explain their own ideas and understanding in light of the discussion.
STANDARD / CONTENT		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.SL.4.	With guidance and support, 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.
EXPECTATION / BENCHMARK	3.SL.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.)
		My House, Part 2
		Oregon Academic Content Standards Language Arts Grade 3 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECT ATION / BENCHMARK	3.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
EXPECTATION	3.W.1d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECT ATION / BENCHMARK	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	3.W.3d.	Provide a sense of closure.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.6.	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
EXPECTATION	3.L.1b.	Form and use regular and irregular plural nouns.
EXPECTATION	3.L.1d.	Form and use regular and irregular verbs.

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
EXPECTATION	3.L.2f.	Use spelling patterns and generalizations in writing words.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.

Oregon Academic Content Standards Language Arts Crode 2 Adopted 2010 Effective 2021

Nile River, Yangtze River

Grade 3 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Phonics and Word Recognition
EXPECTATION / BENCHMARK	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	3.RF.3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.RI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION /	CCRA.L.	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

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CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.
EXPECTATION	3.L.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening

BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1a.	With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1b.	Follow agreed-upon rules for discussions.
EXPECTATION	3.SL.1d.	Explain their own ideas and understanding in light of the discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards Speaking and Listening
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	3.SL.2.	Speaking and Listening
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION /	3.SL.2.	Speaking and Listening Comprehension and Collaboration Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT	3.SL.2.	Speaking and Listening Comprehension and Collaboration 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.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	3.SL.2.	Speaking and Listening Comprehension and Collaboration 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. Oregon English Language Arts and Literacy Standards
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	3.SL.2.	Speaking and Listening Comprehension and Collaboration 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. Oregon English Language Arts and Literacy Standards Speaking and Listening

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CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Phonics and Word Recognition
EXPECTATION / BENCHMARK	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	3.RF.3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	3.RF.3b.	Decode words with common suffixes. Read grade-appropriate irregularly spelled words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading

BENCHMARK /		Craft and Structure
ST RAND EXPECTATION /	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative
BENCHMARK	4.	meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.RI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

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CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.
EXPECTATION	3.L.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	3.L.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards Speaking and Listening
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	3.SL.1.	Speaking and Listening
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION	3.SL.1a.	Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK		Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	3.SL.1a.	Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. With guidance and support, 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.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION	3.SL.1a. 3.SL.1b.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. With guidance and support, 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. Follow agreed-upon rules for discussions.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT	3.SL.1a. 3.SL.1b.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. With guidance and support, 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. Follow agreed-upon rules for discussions. Explain their own ideas and understanding in light of the discussion.

EXPECTATION / BENCHMARK	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.SL.4.	With guidance and support, 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.
EXPECTATION / BENCHMARK	3.SL.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.)
		Roanoke, Part 1
ST ANDARD / CONTENT AREA		Oregon Academic Content Standards Language Arts Grade 3 - Adopted: 2019/Effective 2021 Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
		Read closely to determine what the text says explicitly and to make logical inferences from it cite specific textual

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD	
CONTENT	
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CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.RI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
EXPECTATION / BENCHMARK	3.RI.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, produce writing in which the development and organization are appropriate to task ar purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, and editing. (Editing conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	3.W.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on source and sort evidence into provided categories.

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		for meaning or style, and to comprehend more fully when reading or listening. Oregon English Language Arts and Literacy Standards
CONTENT		
CONTENT AREA CONTENT STANDARD /		Oregon English Language Arts and Literacy Standards
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	CCRA.L.	Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
EXPECTATION	3.L.1d.	Form and use regular and irregular verbs.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
STANDARD /		Language Vocabulary Acquisition and Use
STANDARD / PROFICIENCY BENCHMARK /	3.L.4.	
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION	3.L.4a.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.
BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD /		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Oregon English Language Arts and Literacy Standards
BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Oregon English Language Arts and Literacy Standards Language
BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION	3.L.4a.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Oregon English Language Arts and Literacy Standards Language Vocabulary Acquisition and Use

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1a.	With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1b.	Follow agreed-upon rules for discussions.
EXPECTATION	3.SL.1d.	Explain their own ideas and understanding in light of the discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.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.

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.SL.4.	With guidance and support, 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.
EXPECTATION / BENCHMARK	3.SL.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.)
		Roanoke, Part 2
		Oregon Academic Content Standards Language Arts Grade 3 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECT ATION / BENCHMARK	3.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
EXPECTATION	3.W.1d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	3.W.3d.	Provide a sense of closure.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.6.	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
EXPECTATION	3.L.1d.	Form and use regular and irregular verbs.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
EXPECTATION	3.L.2f.	Use spelling patterns and generalizations in writing words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
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Roman Colosseam

Oregon Academic Content Standards Language Arts Grade 3 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

BENCHMARK / STRAND

Oregon English Language Arts and Literacy Standards

Key Ideas and Details

AREA		
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading

EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
		Read and comprehend complex literary and informational texts independently and proficiently. Oregon English Language Arts and Literacy Standards
STANDARD / CONTENT		
STANDARD / CONTENT AREA CONTENT STANDARD /		Oregon English Language Arts and Literacy Standards
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /		Oregon English Language Arts and Literacy Standards Reading Informational Text
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	10.	Oregon English Language Arts and Literacy Standards Reading Informational Text Key Ideas and Details
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT	10.	Oregon English Language Arts and Literacy Standards Reading Informational Text Key Ideas and Details Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	10.	Oregon English Language Arts and Literacy Standards Reading Informational Text Key Ideas and Details Determine the main idea of a text; recount the key details and explain how they support the main idea. Oregon English Language Arts and Literacy Standards

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.RI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.6.	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, 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,

revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes,

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and audiences.

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CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 3.L.2a. Capitalize appropriate words in titles.

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CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.
EXPECTATION	3.L.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
PROFICIENCY		
BENCHMARK / STRAND		Vocabulary Acquisition and Use
BENCHMARK /	3.L.5.	Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK / STRAND	3.L.5. 3.L.5a.	
BENCHMARK / STRAND EXPECTATION / BENCHMARK	3.L.5a.	Demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT	3.L.5a.	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context.
BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD /	3.L.5a.	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context. Oregon English Language Arts and Literacy Standards

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1a.	With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1b.	Follow agreed-upon rules for discussions.
EXPECTATION	3.SL.1d.	Explain their own ideas and understanding in light of the discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.SL.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.)
		Roman Hoplite, American Quarter Horse
		Oregon Academic Content Standards Language Arts Grade 3 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency

EXPECTATION 3.RF.4. Read with sufficient accuracy and fluency to support comprehension. / BENCHMARK

EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RI.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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.RI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RI.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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
EXPECTATION	3.L.1d.	Form and use regular and irregular verbs.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.
EXPECTATION	3.L.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL	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.

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1a.	With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1b.	Follow agreed-upon rules for discussions.
EXPECTATION	3.SL.1d.	Explain their own ideas and understanding in light of the discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.SL.4.	With guidance and support, 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.
EXPECTATION / BENCHMARK	3.SL.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.)

Rooster, Part 1

Oregon Academic Content Standards
Language Arts
Grade 3 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION /	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

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CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RI.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
EXPECTATION / BENCHMARK	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.RI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)

EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.

STANDARD / CONTENT AREA

EXPECTATION

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Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
EXPECTATION	3.L.1b.	Form and use regular and irregular plural nouns.
EXPECTATION	3.L.1d.	Form and use regular and irregular verbs.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.
EXPECTATION	3.L.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXDECTATION	31.52	Distinguish the literal and poplitaral meanings of words and phrases in context

Distinguish the literal and nonliteral meanings of words and phrases in context.

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BENCHMARK

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1a.	With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1b.	Follow agreed-upon rules for discussions.
EXPECTATION	3.SL.1d.	Explain their own ideas and understanding in light of the discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION /	3.SL.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.

formats, including visually, quantitatively, and orally.

STANDARD	I
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CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.SL.4.	With guidance and support, 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.
EXPECTATION / BENCHMARK	3.SL.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.)
		Rooster, Part 2
		Oregon Academic Content Standards

STANDARD / CONTENT

AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION /	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

Language Arts
Grade 3 - Adopted: 2019/Effective 2021

ST ANDARD /

CONTENT AREA

BENCHMARK

2.

Oregon English Language Arts and Literacy Standards

through the effective selection, organization, and analysis of content.

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT AREA

CONTENT College and Career Readiness Anchor Standards for Writing STANDARD / PROFICIENCY	
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BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
EXPECTATION	3.W.1d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	3.W.3d.	Provide a sense of closure.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing

BENCHMARK /		Production and Distribution of Writing
STRAND		
EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.6.	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
EXPECTATION	3.L.1d.	Form and use regular and irregular verbs.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
EXPECTATION	3.L.2f.	Use spelling patterns and generalizations in writing words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
		The Fey and the Crow Part 1

The Fox and the Crow, Part 1

Oregon Academic Content Standards Language Arts Grade 3 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY	College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND	Key Ideas and Details

EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
EXPECTATION / BENCHMARK	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RL.2.	Recount and summarize stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.
EXPECTATION /	3.RL.3.	Describe characters in a story and explain how their actions contribute to the sequence of events.

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CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RL.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
EXPECTATION / BENCHMARK	3.RL.6.	Distinguish their own point of view from that of the narrator or those of the characters.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.RL.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RL.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK /		Total Times and Divisions
STRAND		Text Types and Purposes
	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
STRAND	3.W.3a.	Write narratives to develop real or imagined experiences or events using effective technique,
EXPECTATION / BENCHMARK		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION / BENCHMARK EXPECTATION	3.W.3a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION STANDARD / CONTENT	3.W.3a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD /	3.W.3a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	3.W.3a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Oregon English Language Arts and Literacy Standards Writing
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION /	3.W.3a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Oregon English Language Arts and Literacy Standards Writing Production and Distribution of Writing With guidance and support, produce writing in which the development and organization are appropriate to task and

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
EXPECTATION	3.L.1d.	Form and use regular and irregular verbs.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.
EXPECTATION	3.L.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL	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.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1a.	With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1b.	Follow agreed-upon rules for discussions.
EXPECTATION	3.SL.1d.	Explain their own ideas and understanding in light of the discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.SL.4.	With guidance and support, 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.
EXPECTATION / BENCHMARK	3.SL.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.)

The Fox and the Crow, Part 2

Oregon Academic Content Standards

Language Arts

Grade 3 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RL.2.	Recount and summarize stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	3.W.3a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	3.W.3b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.6.	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.

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CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2a.	Capitalize appropriate words in titles.
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EXPECTATION 3.L.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

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CONTENT STANDARD / CONTENT STANDARD / EXPECTATION 3.1.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. EXPECTATION 3.1.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. EXPECTATION 3.1.3. Choose words and phrases for effect STANDARD / CONTENT STANDARD / CONTENT STANDARD / EXPECTATION / DENCHMARK / Presentation of Knowledge and Ideas EXPECTATION / ERNCHMARK / Presentation of Knowledge and Ideas STANDARD / CORASL Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and sylve are appropriate to task, purpose, and audience. STANDARD / CONTENT STANDARD / CONTENT STANDARD / EXPECTATION / BENCHMARK / Presentation of Knowledge and Ideas STANDARD / CONTENT STANDARD / EXPECTATION / SPEAKING and Listening Presentation of Knowledge and Ideas EXPECTATION / SENCHMARK / Presentation of Knowledge and Ideas EXPECTATION / SENCHMARK / Presentation of Knowledge and Ideas EXPECTATION / SENCHMARK / Presentation of Knowledge and Ideas EXPECTATION / SENCHMARK / Presentation of Knowledge and Ideas EXPECTATION / SENCHMARK / Presentation of Knowledge and Ideas EXPECTATION / SENCHMARK / Presentation of Knowledge and Ideas EXPECTATION / SENCHMARK / Presentation of Knowledge and Ideas EXPECTATION / SENCHMARK / Presentation (See grade 3 Language Sandawis 1 and 3 for specific expeciations) The Theit of Thor's Hammer, Plant 1 Oregon Academic Content Standards Language Arts Grade 3 - Adoptict 2019/Effective 2021 STANDARD / CONTENT STANDARD / CONTENT STANDARD / Profice and Word Recognition Phonics and Word Recognition	EXPECTATION	3.L.2f.	Use spelling patterns and generalizations in writing words.
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Presentation of Knowledge and Ideas	CONTENT		Oregon English Language Arts and Literacy Standards
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Oregon Academic Content Standards Language Arts Grade 3 - Adopted: 2019/Effective 2021 STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY Reading Foundational Skills BENCHMARK / Phonics and Word Recognition		3.SL.6.	
Language Arts Grade 3 - Adopted: 2019/Effective 2021 STANDARD / CONTENT AREA CONTENT Reading Foundational Skills BENCHMARK / Phonics and Word Recognition			The Theft of Thor's Hammer, Part 1
STANDARD / Oregon English Language Arts and Literacy Standards CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / Phonics and Word Recognition			Oregon Academic Content Standards
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	STANDARD /		Reading Foundational Skills
			Phonics and Word Recognition

EXPECTATION / BENCHMARK	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	3.RF.3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	3.RF.3b.	Decode words with common suffixes. Read grade-appropriate irregularly spelled words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
BENCHMARK /	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
BENCHMARK / STRAND	1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual
BENCHMARK / ST RAND EXPECTATION / BENCHMARK EXPECTATION /	1. CCRA.R. 2.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	1. CCRA.R. 2. CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT	1. CCRA.R. 2. CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	1. CCRA.R. 2. CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Oregon English Language Arts and Literacy Standards
BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	1. CCRA.R. 2. CCRA.R. 3.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Reading

EXPECTATION / BENCHMARK	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RL.2.	Recount and summarize stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.
EXPECTATION / BENCHMARK	3.RL.3.	Describe characters in a story and explain how their actions contribute to the sequence of events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RL.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
EXPECTATION /	3.RL.6.	Distinguish their own point of view from that of the narrator or those of the characters.
BENCHMARK		
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
STANDARD / CONTENT		Oregon English Language Arts and Literacy Standards Reading Literature
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CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RL.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION /		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK	4.	L. L. C.
EXPECTATION / BENCHMARK		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION /	CCRA.W.	
EXPECTATION / BENCHMARK STANDARD / CONTENT	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Writing
EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	3.W.3a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	3.W.3b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language

BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.
EXPECTATION	3.L.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards Speaking and Listening
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CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	3.SL.1.	Speaking and Listening
CONTENT AREA CONTENT STANDARD I PROFICIENCY BENCHMARK I STRAND EXPECTATION	3.SL.1a.	Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK		Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	3.SL.1a.	Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. With guidance and support, 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.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION	3.SL.1a. 3.SL.1b.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. With guidance and support, 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. Follow agreed-upon rules for discussions.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT	3.SL.1a. 3.SL.1b.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. With guidance and support, 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. Follow agreed-upon rules for discussions.

EXPECTATION / BENCHMARK	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.SL.4.	With guidance and support, 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.
EXPECTATION / BENCHMARK	3.SL.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.)
		The Theft of Thor's Hammer, Part 2
		Oregon Academic Content Standards Language Arts Grade 3 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Phonics and Word Recognition
EXPECT ATION / BENCHMARK	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	3.RF.3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	3.RF.3b.	Decode words with common suffixes. Read grade-appropriate irregularly spelled words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature

BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RL.2.	Recount and summarize stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	3.W.3a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	3.W.3b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
STANDARD /		Writing Production and Distribution of Writing
STANDARD / PROFICIENCY BENCHMARK /	3.W.4.	
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION /	3.W.4. 3.W.5.	Production and Distribution of Writing With guidance and support, produce writing in which the development and organization are appropriate to task and
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION /		Production and Distribution of Writing With guidance and support, 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.) With guidance and support, develop and strengthen writing as needed by planning, revising, and editing. (Editing for
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	3.W.5.	Production and Distribution of Writing With guidance and support, 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.) With guidance and support, 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.) With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	3.W.5.	Production and Distribution of Writing With guidance and support, 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.) With guidance and support, 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.) With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	3.W.5.	Production and Distribution of Writing With guidance and support, 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.) With guidance and support, 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.) With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others. Oregon English Language Arts and Literacy Standards

and audiences.

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CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
EXPECTATION	3.L.1d.	Form and use regular and irregular verbs.
EXPECTATION	3.L.1f.	Ensure subject-verb and pronoun-antecedent agreement.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
EXPECTATION	3.L.2f.	Use spelling patterns and generalizations in writing words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language

BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.SL.4.	With guidance and support, 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.
EXPECTATION / BENCHMARK	3.SL.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.)
		Tornadoes
		Oregon Academic Content Standards
		Language Arts
		Grade 3 - Adopted: 2019/Effective 2021

Grade 3 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Phonics and Word Recognition
EXPECTATION / BENCHMARK	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	3.RF.3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	3.RF.3b.	Decode words with common suffixes. Read grade-appropriate irregularly spelled words.

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

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CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.RI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	3.W.3b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.6.	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards Writing
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY	3.W.10.	Writing
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION /	3.W.10.	Writing Range of Writing With scaffolding, guidance, and support, 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,
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT	3.W.10.	Writing Range of Writing With scaffolding, guidance, and support, 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.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	3.W.10.	Writing Range of Writing With scaffolding, guidance, and support, 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. Oregon English Language Arts and Literacy Standards
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /		Writing Range of Writing With scaffolding, guidance, and support, 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. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language

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CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.
EXPECTATION / BENCHMARK	CCRA.L.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

EXPECTATION	3.L.2f.	Use spelling patterns and generalizations in writing words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.
EXPECTATION	3.L.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards Language
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	3.L.5.	Language
CONTENT AREA CONTENT STANDARD I PROFICIENCY BENCHMARK I STRAND EXPECTATION	3.L.5a.	Language Vocabulary Acquisition and Use
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK		Language Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT		Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD /		Language Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context. Oregon English Language Arts and Literacy Standards
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	3.L.5a.	Language Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Speaking and Listening

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / COBENCHMARK .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.
STANDARD / CONTENT AREA	(Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION 3. / BENCHMARK		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION 3.		With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION 3.	.SL.1b.	Follow agreed-upon rules for discussions.
EXPECTATION 3.	.SL.1d.	Explain their own ideas and understanding in light of the discussion.
STANDARD / CONTENT AREA	(Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / 3.8 BENCHMARK		Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA	(Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
		With guidance and support, 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.
EXPECTATION / 3. BENCHMARK	.SL.6.	

Oregon Academic Content Standards Language Arts

Grade 3 - Adopted: 2019/Effective 2021

STANDARD
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Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RI.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
EXPECTATION / BENCHMARK	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.RI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

3.W.4.	With guidance and support, 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.)
3.W.5.	With guidance and support, 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.)
	Oregon English Language Arts and Literacy Standards
	Writing
	Range of Writing
3.W.10.	With scaffolding, guidance, and support, 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.
	Oregon English Language Arts and Literacy Standards
	College and Career Readiness Anchor Standards for Language
	Conventions of Standard English
CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Oregon English Language Arts and Literacy Standards
	College and Career Readiness Anchor Standards for Language
	Knowledge of Language
CCRA.L.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.
	Oregon English Language Arts and Literacy Standards
	College and Career Readiness Anchor Standards for Language
	College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use
	3.W.10. CCRA.L.1

EXPECTATION / BENCHMARK	CCRA.L. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.
EXPECTATION	3.L.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL	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

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL.1a.	With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL.1b.	Follow agreed-upon rules for discussions.
EXPECTATION	3.SL.1d.	Explain their own ideas and understanding in light of the discussion.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION /	3.SL.4.	With guidance and support, 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.

EXPECTATION / 3.SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or **BENCHMARK** clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) Treasure Map, Part 2 Oregon Academic Content Standards Language Arts Grade 3 - Adopted: 2019/Effective 2021 STANDARD / Oregon English Language Arts and Literacy Standards CONTENT **AREA** CONTENT College and Career Readiness Anchor Standards for Writing STANDARD / **PROFICIENCY** BENCHMARK / **Text Types and Purposes STRAND** EXPECTATION / CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately **BENCHMARK** 2. through the effective selection, organization, and analysis of content. EXPECTATION / CCRA.W. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, BENCHMARK and well-structured event sequences. 3. STANDARD / Oregon English Language Arts and Literacy Standards CONTENT AREA CONTENT College and Career Readiness Anchor Standards for Writing STANDARD / **PROFICIENCY** BENCHMARK / **Production and Distribution of Writing STRAND** EXPECTATION / CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **BENCHMARK** purpose, and audience. CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. EXPECTATION / **BENCHMARK** 5. EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **BENCHMARK** STANDARD / Oregon English Language Arts and Literacy Standards CONTENT **AREA** CONTENT College and Career Readiness Anchor Standards for Writing STANDARD / **PROFICIENCY** BENCHMARK / Range of Writing **STRAND**

STANDARD / CONTENT AREA

BENCHMARK

10.

Oregon English Language Arts and Literacy Standards

EXPECTATION / CCRA.W. 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.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
EXPECTATION	3.W.1d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	3.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards Writing
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	3.W.3.	Writing
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION	3.W.3. 3.W.3d.	Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK		Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT		Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD /		Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure. Oregon English Language Arts and Literacy Standards
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /		Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure. Oregon English Language Arts and Literacy Standards Writing

EXPECTATION / BENCHMARK	3.W.6.	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
EXPECTATION	3.L.1d.	Form and use regular and irregular verbs.
STANDARD /		Oregon English Language Arts and Literacy Standards
AREA		
		Language
CONTENT STANDARD /		Language Conventions of Standard English
CONTENT STANDARD / PROFICIENCY	3.L.2.	
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	3.L.2. 3.L.2a.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and

EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
EXPECTATION	3.L.2f.	Use spelling patterns and generalizations in writing words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	3.L.3a.	Choose words and phrases for effect.
		William Penn, Part 1
		Oregon Academic Content Standards Language Arts Grade 3 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	3.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.RI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
EXPECTATION / BENCHMARK	3.RI.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	3.RI.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, produce writing in which the development and organization are appropriate to task ar purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, and editing. (Editing conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	3.W.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on source and sort evidence into provided categories.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

7.1.2.7		
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
EXPECTATION / BENCHMARK	CCRA.L. 4.	analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT		Language
STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
EXPECTATION	3.L.1d.	Form and use regular and irregular verbs.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2a.	Capitalize appropriate words in titles.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
STANDARD /		Language Knowledge of Language
STANDARD / PROFICIENCY BENCHMARK /	3.L.3.	
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION	3.L.3. 3.L.3a.	Knowledge of Language
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK		Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT		Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD /		Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. Oregon English Language Arts and Literacy Standards
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	3.L.3a.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. Oregon English Language Arts and Literacy Standards Language
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION	3.L.3a.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. Oregon English Language Arts and Literacy Standards Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
DENIGHBARK /		
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
	CCRA.SL	Presentation of Knowledge and Ideas 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.
STRAND EXPECTATION /		Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the
EXPECTATION / BENCHMARK STANDARD / CONTENT		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.
EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /		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. Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /		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. Oregon English Language Arts and Literacy Standards Speaking and Listening
EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	.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. Oregon English Language Arts and Literacy Standards Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own
EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	.4. 3.SL.1.	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. Oregon English Language Arts and Literacy Standards Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. With guidance and support, come to discussions prepared, having read or studied required material; explicitly draw
EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION	3.SL.1. 3.SL.1a.	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. Oregon English Language Arts and Literacy Standards Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. With guidance and support, 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.

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	3.SL.4.	With guidance and support, 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.
EXPECTATION / BENCHMARK	3.SL.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.)
		William Penn, Part 2
		Oregon Academic Content Standards
		Language Arts
		Grade 3 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Phonics and Word Recognition
EXPECTATION / BENCHMARK	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	3.RF.3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	3.RF.3b.	Decode words with common suffixes. Read grade-appropriate irregularly spelled words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

BENCHMARK 2.

STANDARD / CONTENT

Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

BENCHMARK / **STRAND**

Range of Writing

EXPECTATION / BENCHMARK

10.

CCRA.W. 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.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
EXPECTATION	3.W.1d.	Provide a concluding statement or section.

STANDARD / CONTENT

AREA

Oregon English Language Arts and Literacy Standards

BENCHMARK / Text Types and Purposes	CONTENT STANDARD / PROFICIENCY		Writing
STRAID	BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK 3.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION 3.W.2a. Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.

EXPECTATION	3.W.2b.	Develop the topic with facts, definitions, and details.
EXPECTATION	3.W.2d.	Provide a concluding statement or section.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	3.W.3d.	Provide a sense of closure.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	3.W.4.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.5.	With guidance and support, 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.)
EXPECTATION / BENCHMARK	3.W.6.	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	3.W.10.	With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1a.	Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.
EXPECTATION	3.L.1d.	Form and use regular and irregular verbs.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	3.L.2a.	Capitalize appropriate words in titles.
EXPECTATION	3.L.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
EXPECTATION	3.L.2f.	Use spelling patterns and generalizations in writing words.
EXPECTATION STANDARD / CONTENT AREA		Use spelling patterns and generalizations in writing words. Oregon English Language Arts and Literacy Standards
STANDARD / CONTENT		
STANDARD / CONTENT AREA CONTENT STANDARD /		Oregon English Language Arts and Literacy Standards

 $\label{thm:conventions} \textbf{Use knowledge of language and its conventions when writing, speaking, reading, or listening.}$

EXPECTATION 3.L.3. / BENCHMARK

3.L.3a.

Choose words and phrases for effect.

EXPECTATION