

BENCHMARK COMPLEXITY REPORT

ENGLISH LANGUAGE ARTS GRADE 3



Key: OCS Code = The benchmark code. Consists of Grade (K-8), Domain (2-3 character alpha code), Strand (1-3 character alpha code), Standard (1-9), Benchmark Number (1 or 1-1 and up), and Complexity (a, b, c).
Benchmark = The wording of the benchmark.
CCSS Code = Common Core State Standards, developed by National Governors Association Center for Best Practices, Council of Chief State School Officers (www.corestandards.org).
CRS Strand = ACT College Readiness Standards developed by ACT, Inc. (www.act.org).
The CRS Strands are: TOD = Topic Development, OUC = Organization & Unity, WCH = Word Choice, SSF = Sentence Structure, COU = Conventions of Usage, COP = Conventions of Punctuation, MID = Main Ideas, SUP = Supporting Details, REL = Sequential/Comparative/Cause, MOW = Meaning of Words, GEN = Generalizations.

a. Acquire				b. Make Meaning				c. Transfer/Apply			
OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand
DOMAIN: Reading Standards for Literature											
Key Ideas and Details											
3.RL.KID.2.1.a	Locate key details in a story, fable, folktale, and myth from diverse cultures	RL.3.2	SUP	3.RL.KID.1.1.b	Locate explicit key details in a story, drama, or poem by asking questions to enhance understanding	RL.3.1	SUP	3.RL.KID.1.2.c	Respond to questions about explicit details related to key ideas in a story, drama, or poem	RL.3.1	MID
				3.RL.KID.2.2.b	Develop a key idea or lesson based on explicit details in the text of a story, fable, folktale, and myth from diverse cultures	RL.3.2	GEN				
				3.RL.KID.2.3.b	Relate key details to a key idea or lesson of a story, fable, folktale, and myth from diverse cultures	RL.3.2	REL				
				3.RL.KID.3.1.b	Describe the qualities of characters in a story	RL.3.3	SUP				
				3.RL.KID.3.2.b	Relate a character's actions to his/her contributions to the sequence of events in a story	RL.3.3	REL				
Craft and Structure											
3.RL.CAS.5.1.a	Identify the parts of a story, drama, or poem using appropriate terms	RL.3.5		3.RL.CAS.4.1.b	Differentiate the literal from non-literal meaning of words and phrases in a story, drama, or poem	RL.3.4	MOW				
				3.RL.CAS.4.2.b	Locate literal language found in a story, drama, or poem	RL.3.4	MOW				
				3.RL.CAS.4.3.b	Locate non-literal language found in a story, drama, or poem	RL.3.4	MOW				
				3.RL.CAS.4.4.b	Distinguish between literal and non-literal words and phrases in a story, drama, or poem	RL.3.4	MOW				
				3.RL.CAS.5.2.b	Describe how the setting, characters, and problem change in successive chapters of a story	RL.3.5	REL				
				3.RL.CAS.5.3.b	Describe how the setting, characters, and problem change in successive scenes of a drama	RL.3.5	REL				
				3.RL.CAS.5.4.b	Describe how the setting, characters, and problem change in successive stanzas of a poem	RL.3.5	REL				
				3.RL.CAS.6.1.b	Compare and contrast own point of view with that of the narrator in a story, drama, or poem	RL.3.6	REL				
				3.RL.CAS.6.2.b	Compare and contrast own point of view with that of a character in a story, drama, or poem	RL.3.6	REL				
Integration of Knowledge and Ideas											
				3.RL.IKI.7.1.b	Use details from an illustration in a text to determine the meaning of specific words in a story	RL.3.7					
				3.RL.IKI.9.1.b	Compare and contrast the themes, settings, and plots of stories by the same author	RL.3.9	REL				
				3.RL.IKI.9.2.b	Compare and contrast the themes, settings, and plots of stories which include the same or similar characters	RL.3.9	REL				
DOMAIN: Reading Standards: Foundational Skills											
Phonics and Word Recognition											
3.RF.PWR.3.1-1.a	Explain the purpose of common prefixes and suffixes	RF.3.3a		3.RF.PWR.3.2-2.b	Define the most common Latin suffixes	RF.3.3b		3.RF.PWR.3.4-1.c	Read aloud grade-level regularly spelled words found in a text	RF.3.3d	
3.RF.PWR.3.1-2.a	Define the most common prefixes	RF.3.3a		3.RF.PWR.3.3.b	Decode multisyllable words found in a text	RF.3.3c		3.RF.PWR.3.4-2.c	Read aloud grade-level irregularly spelled words found in a text	RF.3.3d	

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3.RF.PWR.3.1-3.a	Define the most common derivational suffixes	RF.3.3a									
3.RF.PWR.3.1-4.a	Decode words using common prefixes and derivational suffixes	RF.3.3a									
3.RF.PWR.3.2-1.a	Explain the purpose of Latin suffixes	RF.3.3b									
3.RF.PWR.3.2-3.a	Decode words using the most common Latin suffixes	RF.3.3b									
Fluency											
				3.RF.FLU.4.3-1.b	Determine the meaning of words in a text by using context	RF.3.4c		3.RF.FLU.4.1.c	Read on-level text fluently with purpose and understanding	RF.3.4a	
				3.RF.FLU.4.3-2.b	Use context to self-correct words that are misread by rereading a text	RF.3.4c		3.RF.FLU.4.2-1.c	Read aloud grade-level prose and poems with increasing rate on successive readings	RF.3.4b	
				3.RF.FLU.4.3-3.b	Use context to confirm word recognition in a text	RF.3.4c		3.RF.FLU.4.2-2.c	Read aloud grade-level prose and poems with increasing accuracy on successive readings	RF.3.4b	
				3.RF.FLU.4.3-4.b	Use context to self-correct words that are not recognized by rereading a text	RF.3.4c		3.RF.FLU.4.2-3.c	Read aloud grade-level prose and poems with increasing expression on successive readings	RF.3.4b	
								3.RF.FLU.4.2-4.c	Use punctuation to facilitate expression while reading prose and poetry aloud	RF.3.4b	
								3.RF.FLU.4.2-5.c	Read aloud grade-level text with increasing automaticity on successive readings	RF.3.4b	
DOMAIN: Reading Standards for Informational Text											
Key Ideas and Details											
3.RI.KID.2.2.a	Locate key details in a multiparagraph informational text	RI.3.2	SUP	3.RI.KID.1.1.b	Locate key details in a multiparagraph informational text by asking questions to enhance understanding	RI.3.1	SUP				
				3.RI.KID.1.2.b	Cite explicit details and examples that answer questions about key ideas in a multiparagraph informational text	RI.3.1	SUP				
				3.RI.KID.2.1.b	Develop the main idea of a multiparagraph informational text	RI.3.2	MID				
				3.RI.KID.2.3.b	Relate key details to the key idea of a multiparagraph informational text	RI.3.2	MID				
				3.RI.KID.3.1.b	Analyze the relationship between a sequence of historical events in an informational text	RI.3.3	REL				
				3.RI.KID.3.2.b	Analyze the relationship between a set of scientific ideas/concepts in an informational text	RI.3.3	REL				
				3.RI.KID.3.3.b	Analyze the relationship between multiple steps of a technical procedure in an informational text	RI.3.3	REL				
Craft and Structure											
3.RI.CAS.5.1.a	Locate information for a specific topic by using key features of an informational text	RI.3.5	SUP	3.RI.CAS.4.1-1.b	Determine the meaning of academic words and phrases from an informational text	RI.3.4					
3.RI.CAS.5.2.a	Locate information for a specific topic in an informational text by using search tools	RI.3.5		3.RI.CAS.4.1-2.b	Determine the meaning of domain specific words and phrases from an informational text	RI.3.4					
				3.RI.CAS.6.1.b	Compare and contrast own point of view with that of the author of an informational text	RI.3.6	REL				
Integration of Knowledge and Ideas											
				3.RI.IKI.7.1.b	Use details from an illustration and words in an informational text to create meaning	RI.3.7					
				3.RI.IKI.8.1.b	Analyze how sentences are logically related to a paragraph in an informational text	RI.3.8	TOD				
				3.RI.IKI.9.1.b	Compare and contrast key ideas and details presented by authors of two informational texts on the same topic	RI.3.9	REL				

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DOMAIN: Writing Standards											
Text Types and Purposes											
								3.W.TTP.1.1-1.c	Introduce a topic or text when writing an opinion piece	W3.1a	OUC
								3.W.TTP.1.1-2.c	State an opinion about a topic or text when writing an opinion piece	W3.1a	TOD
								3.W.TTP.1.1-3.c	Create an organizational structure that uses lists of reasons when writing an opinion piece	W3.1a	OUC
								3.W.TTP.1.2.c	Support an opinion with reasons when writing an opinion piece	W3.1b	TOD
								3.W.TTP.1.3-1.c	Link words and phrases to connect opinions and reasons when writing an opinion piece	W3.1c	WCH
								3.W.TTP.1.3-2.c	Develop a concluding statement or section when writing an opinion piece	W3.1d	OUC
								3.W.TTP.2.1-1.c	Introduce a topic when writing an informative/explanatory text	W3.2a	OUC
								3.W.TTP.2.1-2.c	Group related information together when writing an informative/explanatory text	W3.2a	OUC
								3.W.TTP.2.1-3.c	Include illustrations to aid comprehension when writing an informative/explanatory text	W3.2a	TOD
								3.W.TTP.2.2.c	Develop a topic with facts, definitions, and details when writing an informative/explanatory text	W3.2b	OUC
								3.W.TTP.2.3.c	Link words and phrases to connect ideas within categories of information when writing an informative/explanatory text	W3.2c	WCH
								3.W.TTP.2.4.c	Write a concluding statement or section when writing an informative/explanatory text	W3.2d	TOD
								3.W.TTP.3.1-1.c	Introduce a narrator and/or characters when writing a narrative	W3.3a	TOD
								3.W.TTP.3.1-2.c	Organize an event into sequences that unfold naturally when writing a narrative	W3.3a	
								3.W.TTP.3.1-3.c	Orient the reader by establishing a situation when writing a narrative	W3.3a	TOD
								3.W.TTP.3.2-1.c	Develop events and experiences when writing a narrative	W3.3b	TOD
								3.W.TTP.3.2-2.c	Show the response of characters to situations when writing a narrative	W3.3b	TOD
								3.W.TTP.3.3.c	Use temporal words and phrases to signal event order when writing a narrative	W3.3c	OUC
								3.W.TTP.3.4.c	Create a sense of closure when writing a narrative	W3.3d	OUC
Production and Distribution of Writing											
								3.W.PDW.4.1.c	Produce writing in which the development and organization are appropriate to task and purpose	W3.4	
								3.W.PDW.5.1.c	Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W3.5	
								3.W.PDW.6.1.c	Use technology to produce and publish writing	W3.6	
								3.W.PDW.6.2.c	Use technology to collaborate with peers when producing and publishing writing	W3.6	
Research to Build and Present Knowledge											
3.W.RBK.8.1.a	Recall information from one's own experience to include in a short research project	W3.8		3.W.RBK.8.2.b	Gather information from print and digital sources to include in a short research project	W3.8		3.W.RBK.7.1.c	Conduct short research projects that create new knowledge about a topic	W3.7	
				3.W.RBK.8.3.b	Take brief notes on each source of information for use in a short research project	W3.8					

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				3.W.RBK.8.4.b	Categorize sources of information and evidence for use in a short research project	W3.8					
DOMAIN: Speaking and Listening Standards											
Comprehension and Collaboration											
				3.SL.CAC.1.1-1.b	Prepare for a group discussion by studying required material	SL3.1a		3.SL.CAC.1.1-2.c	Use discussion preparation and other knowledge to articulate ideas during a group discussion	SL3.1a	
				3.SL.CAC.2.1.b	Determine a main idea and the details that support a point from information presented orally	SL3.2		3.SL.CAC.1.2-1.c	Follow agreed-upon rules for a group discussion about grade 3 topics and texts	SL3.1c	
				3.SL.CAC.2.2.b	Determine a main idea and details that support a point from information presented in diverse media and formats	SL3.2		3.SL.CAC.1.2-2.c	Ask questions during a group discussion to check understanding of information provided	SL3.1c	
								3.SL.CAC.1.2-3.c	Ask questions during a group discussion to link comments to the remarks of others	SL3.1c	
								3.SL.CAC.1.3.c	Explain own ideas clearly during a group discussion	SL3.1d	
								3.SL.CAC.1.4.c	Link comments to the remarks of others during a group discussion	SL3.1d	
								3.SL.CAC.3.1-1.c	Ask questions about information presented by a speaker	SL3.3	
								3.SL.CAC.3.1-2.c	Answer questions about information presented by a speaker by elaborating and providing additional details	SL3.3	
Presentation of Knowledge and Ideas											
								3.SL.PKI.4.1.c	Present orally on a topic or text with appropriate facts and relevant, descriptive details	SL3.4	
								3.SL.PKI.4.2.c	Tell a story orally with appropriate facts and relevant, descriptive details	SL3.4	
								3.SL.PKI.4.3.c	Speak clearly at an understandable pace when making an oral presentation	SL3.4	
								3.SL.PKI.5.1.c	Speak fluidly and at an understandable pace when recording an oral presentation using audio recording technology	SL3.5	
								3.SL.PKI.5.2.c	Emphasize facts or details by adding visual displays to an oral presentation	SL3.5	
								3.SL.PKI.6.1.c	Produce complete sentences when appropriate to task and situation when giving an oral presentation	SL3.6	
								3.SL.PKI.6.2.c	Provide requested details or clarifications when making an oral presentation	SL3.6	
DOMAIN: Language Standards											
Conventions of Standard English											
3.L.CSE.1.1-1.a	Define the general function of nouns, pronouns, verbs, adjectives, and adverbs	L3.1a	COU	3.L.CSE.1.2-1.b	Construct regular plural nouns	L3.1b		3.L.CSE.1.2-2.c	Use regular plural nouns when speaking or writing	L3.1b	
				3.L.CSE.1.2-3.b	Construct irregular plural nouns	L3.1b		3.L.CSE.1.2-4.c	Use irregular plural nouns when speaking or writing	L3.1b	
				3.L.CSE.1.4-1.b	Construct regular verbs	L3.1d	SSF	3.L.CSE.1.3.c	Use abstract nouns when speaking or writing	L3.1c	
				3.L.CSE.1.4-3.b	Construct irregular verbs	L3.1d	SSF	3.L.CSE.1.4-2.c	Use regular verbs when speaking or writing	L3.1d	SSF
				3.L.CSE.1.5-1.b	Construct simple verbs tenses	L3.1e	SSF	3.L.CSE.1.4-4.c	Use irregular verbs when speaking or writing	L3.1d	SSF
				3.L.CSE.1.7-1.b	Construct comparative and superlative modifiers	L3.1g	COU	3.L.CSE.1.5-2.c	Use simple verbs tenses when speaking or writing	L3.1e	SSF
				3.L.CSE.1.9.b	Construct simple, compound, and complex sentences			3.L.CSE.1.6-1.c	Use subject-verb agreement when speaking or writing	L3.1f	SSF
				3.L.CSE.2.4-1.b	Construct possessives	L3.2d	COP	3.L.CSE.1.6-2.c	Use pronoun-antecedent agreement when speaking or writing	L3.1f	SSF
								3.L.CSE.1.7-2.c	Use comparative and superlative modifiers when speaking or writing	L3.1g	COU

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								3.L.CSE.1.8.c	Use coordinating and subordinating conjunctions when writing		
								3.L.CSE.2.1.c	Capitalize appropriate words in titles when writing	L3.2a	COP
								3.L.CSE.2.2.c	Use commas in addresses and dialogue when writing	L3.2b	COP
								3.L.CSE.2.3.c	Use commas and quotation marks when writing a dialogue	L3.2c	COP
								3.L.CSE.2.4-2.c	Use possessives when writing	L3.2d	COP
								3.L.CSE.2.5-1.c	Use conventional spelling for high frequency and familiar words	L3.2e	
								3.L.CSE.2.5-2.c	Add suffixes to base words when writing	L3.2e	
								3.L.CSE.2.6.c	Apply spelling patterns and generalizations when writing words	L3.2f	
								3.L.CSE.2.7.c	Spell words correctly when writing by consulting reference materials	L3.2g	
Knowledge of Language											
3.L.KOL.3.2-1.a	Recognize the differences between the conventions of spoken and written standard English	L3.3b	WCH					3.L.KOL.3.1-2.c	Use words and phrases for effect when writing or speaking	L3.3a	WCH
								3.L.KOL.3.2-2.c	Apply the conventions of standard English when writing or speaking	L3.3b	WCH
Vocabulary Acquisition and Use											
3.L.VAU.4.4.a	Clarify the precise meaning of a word or phrase by using a print and digital reference tool	L3.4d		3.L.VAU.4.1.b	Determine the meaning of a word or phrase by using sentence-level context clues	L3.4a	MOW	3.L.VAU.6.1.c	Use conversational words and phrases accurately	L3.6	WCH
				3.L.VAU.4.2.b	Determine the meaning of a new word which combines a known affix to a known word	L3.4b		3.L.VAU.6.2.c	Use general academic words and phrases accurately	L3.6	WCH
				3.L.VAU.4.3.b	Determine the meaning of an unknown word by using a known root word as a clue	L3.4c		3.L.VAU.6.3.c	Use domain-specific words and phrases accurately	L3.6	WCH
				3.L.VAU.5.1.b	Differentiate between the literal and nonliteral meanings of words and phrases in context	L3.5a	MOW				
				3.L.VAU.5.2.b	Identify real-life connections between words and their uses	L3.5b					
				3.L.VAU.5.3.b	Distinguish between the meaning of words that describe degrees of certainty	L3.5c					