

BENCHMARKS WITH EXAMPLES REPORT

ENGLISH LANGUAGE ARTS GRADE 3



Key: **Status** = Benchmarks designated as "Focus" are aligned to the Terra Nova, third edition. Benchmarks designated "Supporting" are not.
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).
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.

DOMAIN: Reading Standards for Literature					
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.					
Status:	OCS Code:	Strand: <i>Key Ideas and Details (KID)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	3.RL.KID.1	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
Focus	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
Focus	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. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.			
Supporting	3.RL.KID.2.1.a	Locate key details in a story, fable, folktale, and myth from diverse cultures		RL.3.2	SUP
Focus	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	Note: Key idea is also called central message or moral.	RL.3.2	GEN
Focus	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	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.			
Focus	3.RL.KID.3.1.b	Describe the qualities of characters in a story	e.g., Characters can be described by their traits, motivations, or feelings	RL.3.3	SUP
Supporting	3.RL.KID.3.2.b	Relate a character's actions to his/her contributions to the sequence of events in a story	e.g., Characters can be described by their traits, motivations, or feelings	RL.3.3	REL
Status:	OCS Code:	Strand: <i>Craft and Structure (CAS)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	3.RL.CAS.4	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.			
Supporting	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
Supporting	3.RL.CAS.4.2.b	Locate literal language found in a story, drama, or poem		RL.3.4	MOW
Supporting	3.RL.CAS.4.3.b	Locate non-literal language found in a story, drama, or poem		RL.3.4	MOW
Focus	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	5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.			
Supporting	3.RL.CAS.5.1.a	Identify the parts of a story, drama, or poem using appropriate terms	Note: Appropriate terms includes chapter, scene, stanza. Assess this through speaking or writing.	RL.3.5	
Supporting	3.RL.CAS.5.2.b	Describe how the setting, characters, and problem change in successive chapters of a story	Note: Appropriate terms includes chapter, scene, stanza. Assess this through speaking or writing.	RL.3.5	REL
Supporting	3.RL.CAS.5.3.b	Describe how the setting, characters, and problem change in successive scenes of a drama	Note: Appropriate terms includes chapter, scene, stanza. Assess this through speaking or writing.	RL.3.5	REL
Supporting	3.RL.CAS.5.4.b	Describe how the setting, characters, and problem change in successive stanzas of a poem	Note: Appropriate terms includes chapter, scene, stanza. Assess this through speaking or writing.	RL.3.5	REL
	3.RL.CAS.6	6. Distinguish their own point of view from that of the narrator or those of the characters.			
Supporting	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

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Supporting	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
Status:	OCS Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	3.RL.IKI.7	7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).			
Supporting	3.RL.IKI.7.1.b	Use details from an illustration in a text to determine the meaning of specific words in a story	Note: Create mood, emphasize aspects of a character or setting.	RL.3.7	
	3.RL.IKI.9	9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).			
Supporting	3.RL.IKI.9.1.b	Compare and contrast the themes, settings, and plots of stories by the same author	Note: In books from a series.	RL.3.9	REL
Supporting	3.RL.IKI.9.2.b	Compare and contrast the themes, settings, and plots of stories which include the same or similar characters	Note: In books from a series.	RL.3.9	REL
DOMAIN: Reading Standards: Foundational Skills					
By the end of the year, read and comprehend text at the high end of the grades 2–3 text complexity band independently and proficiently.					
Status:	OCS Code:	Strand: <i>Phonics and Word Recognition (PWR)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	3.RF.PWR.3	3. Know and apply grade-level phonics and word analysis skills in decoding words.			
Supporting	3.RF.PWR.3.1-1.a	Explain the purpose of common prefixes and suffixes	Note: Affixes have meanings and can change the meanings of words to which they are attached.	RF.3.3a	
Focus	3.RF.PWR.3.1-2.a	Define the most common prefixes		RF.3.3a	
Supporting	3.RF.PWR.3.1-3.a	Define the most common derivational suffixes		RF.3.3a	
Supporting	3.RF.PWR.3.1-4.a	Decode words using common prefixes and derivational suffixes	e.g., Able, ible, ation	RF.3.3a	
Supporting	3.RF.PWR.3.2-1.a	Explain the purpose of Latin suffixes	e.g., Able, ible, ation	RF.3.3b	
Supporting	3.RF.PWR.3.2-2.b	Define the most common Latin suffixes		RF.3.3b	
Supporting	3.RF.PWR.3.2-3.a	Decode words using the most common Latin suffixes		RF.3.3b	
Supporting	3.RF.PWR.3.3.b	Decode multisyllable words found in a text		RF.3.3c	
Supporting	3.RF.PWR.3.4-1.c	Read aloud grade-level regularly spelled words found in a text		RF.3.3d	
Supporting	3.RF.PWR.3.4-2.c	Read aloud grade-level irregularly spelled words found in a text	Note: Grade-appropriate phonemic and morphemic spelling patterns can be helpful.	RF.3.3d	
Status:	OCS Code:	Strand: <i>Fluency (FLU)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	3.RF.FLU.4	4. Read with sufficient accuracy and fluency to support comprehension.			
Supporting	3.RF.FLU.4.1.c	Read on-level text fluently with purpose and understanding		RF.3.4a	
Supporting	3.RF.FLU.4.2-1.c	Read aloud grade-level prose and poems with increasing rate on successive readings		RF.3.4b	
Supporting	3.RF.FLU.4.2-2.c	Read aloud grade-level prose and poems with increasing accuracy on successive readings		RF.3.4b	
Supporting	3.RF.FLU.4.2-3.c	Read aloud grade-level prose and poems with increasing expression on successive readings		RF.3.4b	
Supporting	3.RF.FLU.4.2-4.c	Use punctuation to facilitate expression while reading prose and poetry aloud		RF.3.4b	
Supporting	3.RF.FLU.4.2-5.c	Read aloud grade-level text with increasing automaticity on successive readings		RF.3.4b	
Supporting	3.RF.FLU.4.3-1.b	Determine the meaning of words in a text by using context		RF.3.4c	
Supporting	3.RF.FLU.4.3-2.b	Use context to self-correct words that are misread by rereading a text		RF.3.4c	
Supporting	3.RF.FLU.4.3-3.b	Use context to confirm word recognition in a text		RF.3.4c	
Supporting	3.RF.FLU.4.3-4.b	Use context to self-correct words that are not recognized by rereading a text		RF.3.4c	

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DOMAIN: Reading Standards for Informational Text					
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the high end of the grades 2-3 text complexity band independently and proficiently.					
Status:	OCS Code:	Strand: <i>Key Ideas and Details (KID)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	3.RI.KID.1	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
Supporting	3.RI.KID.1.1.b	Locate key details in a multiparagraph informational text by asking questions to enhance understanding		RI.3.1	SUP
Supporting	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	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.			
Focus	3.RI.KID.2.1.b	Develop the main idea of a multiparagraph informational text		RI.3.2	MID
Supporting	3.RI.KID.2.2.a	Locate key details in a multiparagraph informational text		RI.3.2	SUP
Focus	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	3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.			
Supporting	3.RI.KID.3.1.b	Analyze the relationship between a sequence of historical events in an informational text	e.g., Using language referring to time, sequence, or cause/effect	RI.3.3	REL
Supporting	3.RI.KID.3.2.b	Analyze the relationship between a set of scientific ideas/concepts in an informational text	e.g., Using language referring to time, sequence, or cause/effect	RI.3.3	REL
Focus	3.RI.KID.3.3.b	Analyze the relationship between multiple steps of a technical procedure in an informational text	e.g., Using language referring to time, sequence, or cause/effect	RI.3.3	REL
Status:	OCS Code:	Strand: <i>Craft and Structure (CAS)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	3.RI.CAS.4	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.			
Supporting	3.RI.CAS.4.1-1.b	Determine the meaning of academic words and phrases from an informational text	e.g., Relevant to a grade-level topic in different subject domains (e.g. science, social studies)	RI.3.4	
Supporting	3.RI.CAS.4.1-2.b	Determine the meaning of domain specific words and phrases from an informational text	e.g., Relevant to a grade-level topic in different subject domains (e.g. science, social studies)	RI.3.4	
	3.RI.CAS.5	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.			
Focus	3.RI.CAS.5.1.a	Locate information for a specific topic by using key features of an informational text	e.g., Key words, sidebars, hyperlink	RI.3.5	SUP
Supporting	3.RI.CAS.5.2.a	Locate information for a specific topic in an informational text by using search tools	e.g., Key words, sidebars, hyperlink	RI.3.5	
	3.RI.CAS.6	6. Distinguish their own point of view from that of the author of a text.			
Supporting	3.RI.CAS.6.1.b	Compare and contrast own point of view with that of the author of an informational text	Note: Point of view is a perspective from which an author writes an informational text.	RI.3.6	REL
Status:	OCS Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	3.RI.IKI.7	7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).			
Focus	3.RI.IKI.7.1.b	Use details from an illustration and words in an informational text to create meaning	e.g., Maps, photographs; where, when, why, and how key events occur	RI.3.7	
	3.RI.IKI.8	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).			
Supporting	3.RI.IKI.8.1.b	Analyze how sentences are logically related to a paragraph in an informational text	e.g., Comparison, cause/effect, first/second/third in a sequence	RI.3.8	TOD
	3.RI.IKI.9	9. Compare and contrast the most important points and key details presented in two texts on the same topic.			

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Supporting	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
DOMAIN: Writing Standards					
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.					
Status:	OCS Code:	Strand: <i>Text Types and Purposes (TTP)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	3.W.TTP.1	1. Write opinion pieces on topics or texts, supporting a point of view with reasons.			
Supporting	3.W.TTP.1.1-1.c	Introduce a topic or text when writing an opinion piece		W3.1a	OUC
Focus	3.W.TTP.1.1-2.c	State an opinion about a topic or text when writing an opinion piece		W3.1a	TOD
Supporting	3.W.TTP.1.1-3.c	Create an organizational structure that uses lists of reasons when writing an opinion piece	e.g., Supporting reasons in an introduction correspond with paragraph topics	W3.1a	OUC
Supporting	3.W.TTP.1.2.c	Support an opinion with reasons when writing an opinion piece		W3.1b	TOD
Supporting	3.W.TTP.1.3-1.c	Link words and phrases to connect opinions and reasons when writing an opinion piece	e.g., Because, therefore, since, for example	W3.1c	WCH
Supporting	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	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
Focus	3.W.TTP.2.1-1.c	Introduce a topic when writing an informative/explanatory text		W3.2a	OUC
Focus	3.W.TTP.2.1-2.c	Group related information together when writing an informative/explanatory text		W3.2a	OUC
Supporting	3.W.TTP.2.1-3.c	Include illustrations to aid comprehension when writing an informative/explanatory text	e.g., Use examples to support a topic	W3.2a	TOD
Supporting	3.W.TTP.2.2.c	Develop a topic with facts, definitions, and details when writing an informative/explanatory text		W3.2b	OUC
Focus	3.W.TTP.2.3.c	Link words and phrases to connect ideas within categories of information when writing an informative/explanatory text	e.g., Also, another, and, more, but	W3.2c	WCH
Supporting	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	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
Supporting	3.W.TTP.3.1-1.c	Introduce a narrator and/or characters when writing a narrative		W3.3a	TOD
Supporting	3.W.TTP.3.1-2.c	Organize an event into sequences that unfold naturally when writing a narrative		W3.3a	
Supporting	3.W.TTP.3.1-3.c	Orient the reader by establishing a situation when writing a narrative		W3.3a	TOD
Supporting	3.W.TTP.3.2-1.c	Develop events and experiences when writing a narrative	e.g., Use dialogue and descriptions of actions, thoughts, and feelings	W3.3b	TOD
Supporting	3.W.TTP.3.2-2.c	Show the response of characters to situations when writing a narrative		W3.3b	TOD
Supporting	3.W.TTP.3.3.c	Use temporal words and phrases to signal event order when writing a narrative		W3.3c	OUC
Supporting	3.W.TTP.3.4.c	Create a sense of closure when writing a narrative		W3.3d	OUC
Status:	OCS Code:	Strand: <i>Production and Distribution of Writing (PDW)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	3.W.PDW.4	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Writing Standards 1–3.)			
Supporting	3.W.PDW.4.1.c	Produce writing in which the development and organization are appropriate to task and purpose	Note: With guidance and support from adults. Grade-specific expectations for writing types are defined in the benchmarks on Text Type and Purposes.	W3.4	
	3.W.PDW.5	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 3.)			

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Supporting	3.W.PDW.5.1.c	Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	Note: With guidance and support from peers and adults. Grade-specific expectations for conventions are defined in the benchmarks on Conventions of Standard English.	W3.5	
	3.W.PDW.6	6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.			
Supporting	3.W.PDW.6.1.c	Use technology to produce and publish writing	Note: Use keyboarding skills. With guidance and support from adults.	W3.6	
Supporting	3.W.PDW.6.2.c	Use technology to collaborate with peers when producing and publishing writing	Note: With guidance and support from adults.	W3.6	
Status:	OCS Code:	Strand: <i>Research to Build and Present Knowledge (RBK)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	3.W.RBK.7	7. Conduct short research projects that build knowledge about a topic.			
Supporting	3.W.RBK.7.1.c	Conduct short research projects that create new knowledge about a topic		W3.7	
	3.W.RBK.8	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.			
Supporting	3.W.RBK.8.1.a	Recall information from one's own experience to include in a short research project		W3.8	
Supporting	3.W.RBK.8.2.b	Gather information from print and digital sources to include in a short research project		W3.8	
Supporting	3.W.RBK.8.3.b	Take brief notes on each source of information for use in a short research project		W3.8	
Supporting	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					
By the end of the year, use oral language skills with appropriate complexity for grade 3.					
Status:	OCS Code:	Strand: <i>Comprehension and Collaboration (CAC)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	3.SL.CAC.1	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.			
Supporting	3.SL.CAC.1.1-1.b	Prepare for a group discussion by studying required material	Note: This can be demonstrated in small and larger groups with student's peers and adults. Collaborative discussions can be one-on-one, in groups, or teacher led. Groups should include diverse partners discussing grade 3 topics and texts.	SL3.1a	
Supporting	3.SL.CAC.1.1-2.c	Use discussion preparation and other knowledge to articulate ideas during a group discussion	Note: This can be demonstrated in small and larger groups with student's peers and adults. Collaborative discussions can be one-on-one, in groups, or teacher led. Groups should include diverse partners discussing grade 3 topics and texts.	SL3.1a	
Supporting	3.SL.CAC.1.2-1.c	Follow agreed-upon rules for a group discussion about grade 3 topics and texts	e.g., Gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion. Note: This can be demonstrated in small and larger groups with student's peers and adults. Collaborative discussions can be one-on-one, in groups, or teacher led. Groups should include diverse partners discussing grade 3 topics and texts.	SL3.1c	
Supporting	3.SL.CAC.1.2-2.c	Ask questions during a group discussion to check understanding of information provided		SL3.1c	
Supporting	3.SL.CAC.1.2-3.c	Ask questions during a group discussion to link comments to the remarks of others	Note: Explore ideas in a group discussion by drawing explicitly on discussion preparation and other knowledge.	SL3.1c	
Supporting	3.SL.CAC.1.3.c	Explain own ideas clearly during a group discussion		SL3.1d	
Supporting	3.SL.CAC.1.4.c	Link comments to the remarks of others during a group discussion		SL3.1d	
	3.SL.CAC.2	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.			
Supporting	3.SL.CAC.2.1.b	Determine a main idea and the details that support a point from information presented orally		SL3.2	

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Supporting	3.SL.CAC.2.2.b	Determine a main idea and details that support a point from information presented in diverse media and formats	Note: Including visually, quantitatively, and orally.	SL3.2	
	3.SL.CAC.3	3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			
Supporting	3.SL.CAC.3.1-1.c	Ask questions about information presented by a speaker		SL3.3	
Supporting	3.SL.CAC.3.1-2.c	Answer questions about information presented by a speaker by elaborating and providing additional details		SL3.3	
Status:	OCS Code:	Strand: <i>Presentation of Knowledge and Ideas (PKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	3.SL.PKI.4	4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.			
Supporting	3.SL.PKI.4.1.c	Present orally on a topic or text with appropriate facts and relevant, descriptive details		SL3.4	
Supporting	3.SL.PKI.4.2.c	Tell a story orally with appropriate facts and relevant, descriptive details		SL3.4	
Supporting	3.SL.PKI.4.3.c	Speak clearly at an understandable pace when making an oral presentation		SL3.4	
	3.SL.PKI.5	5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.			
Supporting	3.SL.PKI.5.1.c	Speak fluidly and at an understandable pace when recording an oral presentation using audio recording technology	e.g., Record the reading of a story of poem	SL3.5	
Supporting	3.SL.PKI.5.2.c	Emphasize facts or details by adding visual displays to an oral presentation		SL3.5	
	3.SL.PKI.6	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.)			
Supporting	3.SL.PKI.6.1.c	Produce complete sentences when appropriate to task and situation when giving an oral presentation		SL3.6	
Supporting	3.SL.PKI.6.2.c	Provide requested details or clarifications when making an oral presentation	Note: See grade 3 Language standards 1 and 3 for specific expectations.	SL3.6	
DOMAIN: Language Standards					
By the end of the year, use language with appropriate complexity for grade 3.					
Status:	OCS Code:	Strand: <i>Conventions of Standard English (CSE)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	3.L.CSE.1	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Supporting	3.L.CSE.1.1-1.a	Define the general function of nouns, pronouns, verbs, adjectives, and adverbs		L3.1a	COU
Supporting	3.L.CSE.1.2-1.b	Construct regular plural nouns		L3.1b	
Supporting	3.L.CSE.1.2-2.c	Use regular plural nouns when speaking or writing		L3.1b	
Supporting	3.L.CSE.1.2-3.b	Construct irregular plural nouns		L3.1b	
Supporting	3.L.CSE.1.2-4.c	Use irregular plural nouns when speaking or writing		L3.1b	
Supporting	3.L.CSE.1.3.c	Use abstract nouns when speaking or writing	e.g., Childhood	L3.1c	
Supporting	3.L.CSE.1.4-1.b	Construct regular verbs		L3.1d	SSF
Supporting	3.L.CSE.1.4-2.c	Use regular verbs when speaking or writing		L3.1d	SSF
Supporting	3.L.CSE.1.4-3.b	Construct irregular verbs		L3.1d	SSF
Supporting	3.L.CSE.1.4-4.c	Use irregular verbs when speaking or writing		L3.1d	SSF
Supporting	3.L.CSE.1.5-1.b	Construct simple verbs tenses	e.g., Present, past, future. I walked; I walk; I will walk	L3.1e	SSF
Focus	3.L.CSE.1.5-2.c	Use simple verbs tenses when speaking or writing	e.g., Present, past, future. I walked; I walk; I will walk	L3.1e	SSF
Focus	3.L.CSE.1.6-1.c	Use subject-verb agreement when speaking or writing		L3.1f	SSF
Focus	3.L.CSE.1.6-2.c	Use pronoun-antecedent agreement when speaking or writing		L3.1f	SSF
Supporting	3.L.CSE.1.7-1.b	Construct comparative and superlative modifiers		L3.1g	COU

BENCHMARKS WITH EXAMPLES REPORT
ENGLISH LANGUAGE ARTS GRADE 3



Focus	3.L.CSE.1.7-2.c	Use comparative and superlative modifiers when speaking or writing		L3.1g	COU
Supporting	3.L.CSE.1.8.c	Use coordinating and subordinating conjunctions when writing			
Focus	3.L.CSE.1.9.b	Construct simple, compound, and complex sentences			
	3.L.CSE.2	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Focus	3.L.CSE.2.1.c	Capitalize appropriate words in titles when writing		L3.2a	COP
Supporting	3.L.CSE.2.2.c	Use commas in addresses and dialogue when writing		L3.2b	COP
Supporting	3.L.CSE.2.3.c	Use commas and quotation marks when writing a dialogue		L3.2c	COP
Supporting	3.L.CSE.2.4-1.b	Construct possessives		L3.2d	COP
Supporting	3.L.CSE.2.4-2.c	Use possessives when writing		L3.2d	COP
Supporting	3.L.CSE.2.5-1.c	Use conventional spelling for high frequency and familiar words	e.g., Word families, position-based spellings, syllable patterns, ending rules, meaningful word parts	L3.2e	
Supporting	3.L.CSE.2.5-2.c	Add suffixes to base words when writing	e.g., Sitting, smiled, cries, happiness	L3.2e	
Supporting	3.L.CSE.2.6.c	Apply spelling patterns and generalizations when writing words	e.g., Word families, position-based spellings, syllable patterns, ending rules, meaningful word parts	L3.2f	
Supporting	3.L.CSE.2.7.c	Spell words correctly when writing by consulting reference materials	e.g., Including beginning dictionaries	L3.2g	
Status:	OCS Code:	Strand: Knowledge of Language (KOL)	Examples and Notes:	CCSS Code:	CRS Strand:
	3.L.KOL.3	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
Supporting	3.L.KOL.3.1-2.c	Use words and phrases for effect when writing or speaking		L3.3a	WCH
Supporting	3.L.KOL.3.2-1.a	Recognize the differences between the conventions of spoken and written standard English	e.g., When reading or listening	L3.3b	WCH
Supporting	3.L.KOL.3.2-2.c	Apply the conventions of standard English when writing or speaking		L3.3b	WCH
Status:	OCS Code:	Strand: Vocabulary Acquisition and Use (VAU)	Examples and Notes:	CCSS Code:	CRS Strand:
	3.L.VAU.4	4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.			
Supporting	3.L.VAU.4.1.b	Determine the meaning of a word or phrase by using sentence-level context clues	Note: Based on grade 3 reading content.	L3.4a	MOW
Supporting	3.L.VAU.4.2.b	Determine the meaning of a new word which combines a known affix to a known word	e.g., Agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat. Note: Based on grade 3 reading content.	L3.4b	
Supporting	3.L.VAU.4.3.b	Determine the meaning of an unknown word by using a known root word as a clue	e.g., Company, companion. Note: Based on grade 3 reading content.	L3.4c	
Supporting	3.L.VAU.4.4.a	Clarify the precise meaning of a word or phrase by using a print and digital reference tool	e.g., Glossary and beginning dictionary	L3.4d	
	3.L.VAU.5	5. Demonstrate understanding of word relationships and nuances in word meanings.			
Supporting	3.L.VAU.5.1.b	Differentiate between the literal and nonliteral meanings of words and phrases in context	e.g., Take steps	L3.5a	MOW
Supporting	3.L.VAU.5.2.b	Identify real-life connections between words and their uses	e.g., Describe people who are friendly or helpful	L3.5b	
Supporting	3.L.VAU.5.3.b	Distinguish between the meaning of words that describe degrees of certainty	e.g., Knew, believed, suspected, heard, wondered	L3.5c	
	3.L.VAU.6	6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).			
Supporting	3.L.VAU.6.1.c	Use conversational words and phrases accurately	e.g., After dinner that night we went looking for them. Note: Include those that signal spatial and temporal relationships. Note: Include words that signal spatial and temporal relationships.	L3.6	WCH
Supporting	3.L.VAU.6.2.c	Use general academic words and phrases accurately	e.g., After dinner that night we went looking for them. Note: Include those that signal spatial and temporal relationships.	L3.6	WCH
Supporting	3.L.VAU.6.3.c	Use domain-specific words and phrases accurately	e.g., After dinner that night we went looking for them. Note: Include those that signal spatial and temporal relationships.	L3.6	WCH