BENCHMARK SEQUENCE REPORT
ENGLISH LANGUAGE ARTS GRADE 3 BY TRIMESTER

This planning tool can be used to sequence the teaching and assessing of the OCS Benchmarks. Benchmarks should be assessed formatively in multiple ways and over multiple times to guide reteaching/relearning. Benchmarks that are assessed summatively should be sequenced throughout the school year to determine student mastery.

Trimester 1		Trimester 2		Trimester 3		OCS Benchmarks	
Taught	Assessed	Taught	Assessed	Taught	Assessed	OCS Codes	Benchmarks
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.							
Strand: *Key Ideas and Details (KID)*							
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.							
						3.RL.KID.1.1.b	Locate explicit key details in a story, drama, or poem by asking questions to enhance understanding
						3.RL.KID.1.2.c	Respond to questions about explicit details related to key ideas in a story, drama, or poem
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.							
						3.RL.KID.2.1.a	Locate key details in a story, fable, folktale, and myth from diverse cultures
						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
						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
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.							
						3.RL.KID.3.1.b	Describe the qualities of characters in a story
						3.RL.KID.3.2.b	Relate a character's actions to his/her contributions to the sequence of events in a story
Strand: *Craft and Structure (CAS)*							
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.							
						3.RL.CAS.4.1.b	Differentiate the literal from non-literal meaning of words and phrases in a story, drama, or poem
						3.RL.CAS.4.2.b	Locate literal language found in a story, drama, or poem
						3.RL.CAS.4.3.b	Locate non-literal language found in a story, drama, or poem
						3.RL.CAS.4.4.b	Distinguish between literal and non-literal words and phrases in a story, drama, or poem
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.							
						3.RL.CAS.5.1.a	Identify the parts of a story, drama, or poem using appropriate terms
						3.RL.CAS.5.2.b	Describe how the setting, characters, and problem change in successive chapters of a story
						3.RL.CAS.5.3.b	Describe how the setting, characters, and problem change in successive scenes of a drama
						3.RL.CAS.5.4.b	Describe how the setting, characters, and problem change in successive stanzas of a poem

3.RL.CAS.6 6. Distinguish their own point of view from that of the narrator or those of the characters.								
							3.RL.CAS.6.1.b	Compare and contrast own point of view with that of the narrator in a story, drama, or poem
							3.RL.CAS.6.2.b	Compare and contrast own point of view with that of a character in a story, drama, or poem
Strand: Integration of Knowledge and Ideas (IKI)								
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).								
							3.RL.IKI.7.1.b	Use details from an illustration in a text to determine the meaning of specific words in a story
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).								
							3.RL.IKI.9.1.b	Compare and contrast the themes, settings, and plots of stories by the same author
							3.RL.IKI.9.2.b	Compare and contrast the themes, settings, and plots of stories which include the same or similar characters
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.								
Strand: Phonics and Word Recognition (PWR)								
3.RF.PWR.3 3. Know and apply grade-level phonics and word analysis skills in decoding words.								
							3.RF.PWR.3.1-1.a	Explain the purpose of common prefixes and suffixes
							3.RF.PWR.3.1-2.a	Define the most common prefixes
							3.RF.PWR.3.1-3.a	Define the most common derivational suffixes
							3.RF.PWR.3.1-4.a	Decode words using common prefixes and derivational suffixes
							3.RF.PWR.3.2-1.a	Explain the purpose of Latin suffixes
							3.RF.PWR.3.2-2.b	Define the most common Latin suffixes
							3.RF.PWR.3.2-3.a	Decode words using the most common Latin suffixes
							3.RF.PWR.3.3.b	Decode multisyllable words found in a text
							3.RF.PWR.3.4-1.c	Read aloud grade-level regularly spelled words found in a text
							3.RF.PWR.3.4-2.c	Read aloud grade-level irregularly spelled words found in a text
Strand: Fluency (FLU)								
3.RF.FLU.4 4. Read with sufficient accuracy and fluency to support comprehension.								
							3.RF.FLU.4.1.c	Read on-level text fluently with purpose and understanding
							3.RF.FLU.4.2-1.c	Read aloud grade-level prose and poems with increasing rate on successive readings
							3.RF.FLU.4.2-2.c	Read aloud grade-level prose and poems with increasing accuracy on successive readings
							3.RF.FLU.4.2-3.c	Read aloud grade-level prose and poems with increasing expression on successive readings
							3.RF.FLU.4.2-4.c	Use punctuation to facilitate expression while reading prose and poetry aloud
							3.RF.FLU.4.2-5.c	Read aloud grade-level text with increasing automaticity on successive readings
							3.RF.FLU.4.3-1.b	Determine the meaning of words in a text by using context

							3.RF.FLU.4.3-2.b	Use context to self-correct words that are misread by rereading a text
							3.RF.FLU.4.3-3.b	Use context to confirm word recognition in a text
							3.RF.FLU.4.3-4.b	Use context to self-correct words that are not recognized by rereading a text

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.

Strand: *Key Ideas and Details (KID)*

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.

							3.RI.KID.1.1.b	Locate key details in a multiparagraph informational text by asking questions to enhance understanding
							3.RI.KID.1.2.b	Cite explicit details and examples that answer questions about key ideas in a multiparagraph informational text

3.RI.KID.2 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

							3.RI.KID.2.1.b	Develop the main idea of a multiparagraph informational text
							3.RI.KID.2.2.a	Locate key details in a multiparagraph informational text
							3.RI.KID.2.3.b	Relate key details to the key idea of a multiparagraph informational text

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.

							3.RI.KID.3.1.b	Analyze the relationship between a sequence of historical events in an informational text
							3.RI.KID.3.2.b	Analyze the relationship between a set of scientific ideas/concepts in an informational text
							3.RI.KID.3.3.b	Analyze the relationship between multiple steps of a technical procedure in an informational text

Strand: *Craft and Structure (CAS)*

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.

							3.RI.CAS.4.1-1.b	Determine the meaning of academic words and phrases from an informational text
							3.RI.CAS.4.1-2.b	Determine the meaning of domain specific words and phrases from an informational text

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.

							3.RI.CAS.5.1.a	Locate information for a specific topic by using key features of an informational text
							3.RI.CAS.5.2.a	Locate information for a specific topic in an informational text by using search tools

3.RI.CAS.6 6. Distinguish their own point of view from that of the author of a text.

							3.RI.CAS.6.1.b	Compare and contrast own point of view with that of the author of an informational text

Strand: *Integration of Knowledge and Ideas (IKI)*

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).

						3.RI.IKI.7.1.b	Use details from an illustration and words in an informational text to create meaning
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).							
						3.RI.IKI.8.1.b	Analyze how sentences are logically related to a paragraph in an informational text
3.RI.IKI.9 9. Compare and contrast the most important points and key details presented in two texts on the same topic.							
						3.RI.IKI.9.1.b	Compare and contrast key ideas and details presented by authors of two informational texts on the same topic
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.							
Strand: *Text Types and Purposes (TTP)*							
3.W.TTP.1 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.							
						3.W.TTP.1.1-1.c	Introduce a topic or text when writing an opinion piece
						3.W.TTP.1.1-2.c	State an opinion about a topic or text when writing an opinion piece
						3.W.TTP.1.1-3.c	Create an organizational structure that uses lists of reasons when writing an opinion piece
						3.W.TTP.1.2.c	Support an opinion with reasons when writing an opinion piece
						3.W.TTP.1.3-1.c	Link words and phrases to connect opinions and reasons when writing an opinion piece
						3.W.TTP.1.3-2.c	Develop a concluding statement or section when writing an opinion piece
3.W.TTP.2 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.							
						3.W.TTP.2.1-1.c	Introduce a topic when writing an informative/explanatory text
						3.W.TTP.2.1-2.c	Group related information together when writing an informative/explanatory text
						3.W.TTP.2.1-3.c	Include illustrations to aid comprehension when writing an informative/explanatory text
						3.W.TTP.2.2.c	Develop a topic with facts, definitions, and details when writing an informative/explanatory text
						3.W.TTP.2.3.c	Link words and phrases to connect ideas within categories of information when writing an informative/explanatory text
						3.W.TTP.2.4.c	Write a concluding statement or section when writing an informative/explanatory text
3.W.TTP.3 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.							
						3.W.TTP.3.1-1.c	Introduce a narrator and/or characters when writing a narrative
						3.W.TTP.3.1-2.c	Organize an event into sequences that unfold naturally when writing a narrative
						3.W.TTP.3.1-3.c	Orient the reader by establishing a situation when writing a narrative
						3.W.TTP.3.2-1.c	Develop events and experiences when writing a narrative
						3.W.TTP.3.2-2.c	Show the response of characters to situations when writing a narrative
						3.W.TTP.3.3.c	Use temporal words and phrases to signal event order when writing a narrative
						3.W.TTP.3.4.c	Create a sense of closure when writing a narrative

						Code	Description
Strand: *Production and Distribution of Writing (PDW)*							
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.)							
						3.W.PDW.4.1.c	Produce writing in which the development and organization are appropriate to task and purpose
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.)							
						3.W.PDW.5.1.c	Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
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.							
						3.W.PDW.6.1.c	Use technology to produce and publish writing
						3.W.PDW.6.2.c	Use technology to collaborate with peers when producing and publishing writing
Strand: *Research to Build and Present Knowledge (RBK)*							
3.W.RBK.7 7. Conduct short research projects that build knowledge about a topic.							
						3.W.RBK.7.1.c	Conduct short research projects that create new knowledge about a topic
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.							
						3.W.RBK.8.1.a	Recall information from one's own experience to include in a short research project
						3.W.RBK.8.2.b	Gather information from print and digital sources to include in a short research project
						3.W.RBK.8.3.b	Take brief notes on each source of information for use in a short research project
						3.W.RBK.8.4.b	Categorize sources of information and evidence for use in a short research project

DOMAIN: Speaking and Listening Standards

By the end of the year, use oral language skills with appropriate complexity for grade 3.

						Code	Description
Strand: *Comprehension and Collaboration (CAC)*							
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.							
						3.SL.CAC.1.1-1.b	Prepare for a group discussion by studying required material
						3.SL.CAC.1.1-2.c	Use discussion preparation and other knowledge to articulate ideas during a group discussion
						3.SL.CAC.1.2-1.c	Follow agreed-upon rules for a group discussion about grade 3 topics and texts
						3.SL.CAC.1.2-2.c	Ask questions during a group discussion to check understanding of information provided
						3.SL.CAC.1.2-3.c	Ask questions during a group discussion to link comments to the remarks of others
						3.SL.CAC.1.3.c	Explain own ideas clearly during a group discussion
						3.SL.CAC.1.4.c	Link comments to the remarks of others during a group discussion
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.							
						3.SL.CAC.2.1.b	Determine a main idea and the details that support a point from information presented orally
						3.SL.CAC.2.2.b	Determine a main idea and details that support a point from information presented in diverse media and formats

						3.SL.CAC.3 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
						3.SL.CAC.3.1-1.c	Ask questions about information presented by a speaker
						3.SL.CAC.3.1-2.c	Answer questions about information presented by a speaker by elaborating and providing additional details
						Strand: *Presentation of Knowledge and Ideas (PKI)*	
						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.	
						3.SL.PKI.4.1.c	Present orally on a topic or text with appropriate facts and relevant, descriptive details
						3.SL.PKI.4.2.c	Tell a story orally with appropriate facts and relevant, descriptive details
						3.SL.PKI.4.3.c	Speak clearly at an understandable pace when making an oral presentation
						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.	
						3.SL.PKI.5.1.c	Speak fluidly and at an understandable pace when recording an oral presentation using audio recording technology
						3.SL.PKI.5.2.c	Emphasize facts or details by adding visual displays to an oral presentation
						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.)	
						3.SL.PKI.6.1.c	Produce complete sentences when appropriate to task and situation when giving an oral presentation
						3.SL.PKI.6.2.c	Provide requested details or clarifications when making an oral presentation

DOMAIN: Language Standards

By the end of the year, use language with appropriate complexity for grade 3.

						Strand: *Conventions of Standard English (CSE)*	
						3.L.CSE.1 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
						3.L.CSE.1.1-1.a	Define the general function of nouns, pronouns, verbs, adjectives, and adverbs
						3.L.CSE.1.2-1.b	Construct regular plural nouns
						3.L.CSE.1.2-2.c	Use regular plural nouns when speaking or writing
						3.L.CSE.1.2-3.b	Construct irregular plural nouns
						3.L.CSE.1.2-4.c	Use irregular plural nouns when speaking or writing
						3.L.CSE.1.3.c	Use abstract nouns when speaking or writing
						3.L.CSE.1.4-1.b	Construct regular verbs
						3.L.CSE.1.4-2.c	Use regular verbs when speaking or writing
						3.L.CSE.1.4-3.b	Construct irregular verbs
						3.L.CSE.1.4-4.c	Use irregular verbs when speaking or writing
						3.L.CSE.1.5-1.b	Construct simple verbs tenses
						3.L.CSE.1.5-2.c	Use simple verbs tenses when speaking or writing
						3.L.CSE.1.6-1.c	Use subject-verb agreement when speaking or writing
						3.L.CSE.1.6-2.c	Use pronoun-antecedent agreement when speaking or writing
						3.L.CSE.1.7-1.b	Construct comparative and superlative modifiers
						3.L.CSE.1.7-2.c	Use comparative and superlative modifiers when speaking or writing
						3.L.CSE.1.8.c	Use coordinating and subordinating conjunctions when writing
						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.								
							3.L.CSE.2.1.c	Capitalize appropriate words in titles when writing
							3.L.CSE.2.2.c	Use commas in addresses and dialogue when writing
							3.L.CSE.2.3.c	Use commas and quotation marks when writing a dialogue
							3.L.CSE.2.4-1.b	Construct possessives
							3.L.CSE.2.4-2.c	Use possessives when writing
							3.L.CSE.2.5-1.c	Use conventional spelling for high frequency and familiar words
							3.L.CSE.2.5-2.c	Add suffixes to base words when writing
							3.L.CSE.2.6.c	Apply spelling patterns and generalizations when writing words
							3.L.CSE.2.7.c	Spell words correctly when writing by consulting reference materials
Strand: *Knowledge of Language (KOL)*								
3.L.KOL.3 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.								
							3.L.KOL.3.1-2.c	Use words and phrases for effect when writing or speaking
							3.L.KOL.3.2-1.a	Recognize the differences between the conventions of spoken and written standard English
							3.L.KOL.3.2-2.c	Apply the conventions of standard English when writing or speaking
Strand: *Vocabulary Acquisition and Use (VAU)*								
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.								
							3.L.VAU.4.1.b	Determine the meaning of a word or phrase by using sentence-level context clues
							3.L.VAU.4.2.b	Determine the meaning of a new word which combines a known affix to a known word
							3.L.VAU.4.3.b	Determine the meaning of an unknown word by using a known root word as a clue
							3.L.VAU.4.4.a	Clarify the precise meaning of a word or phrase by using a print and digital reference tool
3.L.VAU.5 5. Demonstrate understanding of word relationships and nuances in word meanings.								
							3.L.VAU.5.1.b	Differentiate between the literal and nonliteral meanings of words and phrases in context
							3.L.VAU.5.2.b	Identify real-life connections between words and their uses
							3.L.VAU.5.3.b	Distinguish between the meaning of words that describe degrees of certainty
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).								
							3.L.VAU.6.1.c	Use conversational words and phrases accurately
							3.L.VAU.6.2.c	Use general academic words and phrases accurately
							3.L.VAU.6.3.c	Use domain-specific words and phrases accurately