Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	Reading for Literature	
	Key Ideas and Details	
	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3RPE -Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).
	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.	3LTA -Compare and contrast plot across literary works.
	3. Describe characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.	3LTB -Use supporting details to identify and describe main ideas, characters and setting.
	Craft and Structure	
	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	2AVA-Use context clues to determine the meaning of new vocabulary.
Grade Three	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.	3LTC -Recognize the defining characteristics and features of different types of literary forms and genres.
ìrade	6. Distinguish their own point of view from that of the narrator or those of the characters.	4LTD-Differentiate between the points of view in narrative text.
U	Integration of Knowledge and Ideas	
	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).	3RPB -Make predictions from text clues and cite specific examples to support predictions.
	8. (Not applicable to literature)	
	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).	3LTA-Compare and contrast plot across literary works. 3LTE-Identify the theme of a literary text. 3RPD-Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.
	Range of Reading and Complexity of Text	
	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.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	Reading for Information	
	Key Ideas and Details	
	1. Ask and answer questions to demonstrate understanding of a text,	3RPE -Demonstrate comprehension by responding to questions (e.g., literal,
	referring explicitly to the text as the basis for the answers.	informational and evaluative).
		3ITB -Ask clarifying questions concerning essential elements of informational text.
	2. Determine the main idea of a text; recount the key details & explain	3RPC -Draw conclusions from information in the text.
	how they support the main idea.	3ITC -Identify the central ideas and supporting details of informational text.
	3. Describe the relationship between a series of historical events, scientific	3ITE -Evaluate two- and three-step directions for proper sequencing and
	ideas or concepts, or steps in technical procedures in a text, using	completeness.
	language that pertains to time, sequence, and cause/effect.	
	Craft and Structure	
	4. Determine the meaning of general academic & domain-specific words	3AVE -Use resources to determine the meanings and pronunciations of unknown
0	and phrases in a text relevant to a grade 3 topics or subject area.	words.
l e	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks)	3ITA -Use text features and structures to organize content, draw conclusions and build
부	to locate information relevant to a given topic efficiently.	text knowledge.
e e	6. Distinguish their own point of view from that of the author of a text.	No Aligned Benchmark
Grade Three	Integration of Knowledge and Ideas	
g	7. Use information gained from illustrations (e.g., maps, photographs) and	3ITA -Use text features and structures to organize content, draw conclusions and build
	the words in a text to demonstrate understanding of the text (e.g.,	text knowledge.
	where, when, why, and how key events occur).	3ITD -Use visual aids as sources to gain additional information from text.
		3ITB -Ask clarifying questions concerning essential elements of informational text.
	8. Describe the logical connection between particular sentences and	4ITB-Recognize the difference between cause and effect and fact and opinion to
	paragraphs in a text (e.g., comparison, cause/effect, first/second/third	analyze text.
	in a sequence).	3ITB -Ask clarifying questions concerning essential elements of informational text.
	9. Compare & contrast the most important points & key details presented	3RPD -Apply reading skills and strategies to summarize and compare and contrast
	in two texts on the same topic.	information in text, between text and across subject areas.
	Range of Reading and Text Complexity	
	10. By the end of the year, read & comprehend informational texts,	No Aligned Benchmark
	including history/social studies, science, & technical texts, at the high	
	end of the grades 2–3 text complexity band independently &	
	proficiently.	

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	Reading: Foundational Skills	
	Phonics and Word Recognition	
	3. Know and apply grade-level phonics and word analysis skills in decoding words.	3PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	 a. Identify and know the meaning of the most common prefixes and derivational suffixes. 	3AVC -Apply structural analysis skills to build and extend vocabulary and to determine word meaning. 3PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
Three	b. Decode words with common Latin suffixes.	3PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
de Th	c. Decode multisyllable words.	2PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
Grade	d. Read grade-appropriate irregularly spelled words.	No Aligned Benchmark
9	Fluency	
	4. Read with sufficient accuracy and fluency to support comprehension.	3PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
	a. Read grade-level text with purpose and understanding.	3RPA -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
	 Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. 	3PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
	c. Use context to confirm or self-correct word recognition & understanding, rereading as necessary.	2RPF -Apply and adjust self-monitoring strategies to assess understanding of text.

Grade		Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
ė.	Wr	iting Strand	
	Text Types and Purposes		
l Le	1.	Write opinion pieces on topics or texts, supporting a point of view with	3WAB -Write narrative accounts that develop character, setting and plot.
F		reasons.	
Grade		a. Introduce the topic or text they are writing about, state an opinion,	3WPC -Apply knowledge of graphic or other organizers to clarify ideas of writing
		& create an organizational structure that lists reasons.	assessments.
			3WAC -Write formal and informal letters that include important details and follow
			correct letter format.

	3WAB -Write narrative accounts that develop character, setting and plot.
b. Provide reasons that support the opinion.	3WAB -Write narrative accounts that develop character, setting and plot.
c. Use linking words and phrases (e.g., because, therefore, since, for	3WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence
example) to connect opinion and reasons.	structure and effectiveness of word choices.
d. Provide a concluding statement or section.	3WAD -Write informational reports that include facts, details and examples that
	illustrate an important idea.
2. Write informative/explanatory texts to examine a topic and convey	3WAD -Write informational reports that include facts, details and examples that
ideas and information clearly.	illustrate an important idea.
a. Introduce a topic and group related information together; include	3WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence
illustrations when useful to aiding comprehension.	structure and effectiveness of word choices.
	3WAD -Write informational reports that include facts, details and examples that
	illustrate an important idea.
b. Develop the topic with facts, definitions, and details.	3WAD -Write informational reports that include facts, details and examples that
	illustrate an important idea.
c. Use linking words and phrases (e.g., also, another, and, more, but)	3WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence
to connect ideas within categories of information.	structure and effectiveness of word choices.
d. Provide a concluding statement or section.	3WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence
	structure and effectiveness of word choices.
3. Write narratives to develop real or imagined experiences or events	3WAA -Write narrative accounts that develop character, setting and plot.
using effective technique, descriptive details, and clear event	
sequences.	
a. Establish a situation and introduce a narrator and/or characters;	3WAA -Write narrative accounts that develop character, setting and plot.
organize an event sequence that unfolds naturally.	
b. Use dialogue and descriptions of actions, thoughts, and feelings to	3WAA -Write narrative accounts that develop character, setting and plot.
develop experiences and events or show the response of characters	3WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence
to situations.	structure and effectiveness of word choices.
c. Use temporal words and phrases to signal event order.	3WAA -Write narrative accounts that develop character, setting and plot.
d. Provide a sense of closure.	3WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence
	structure and effectiveness of word choices.
Production and Distribution of Writing	
4. With guidance and support from adults, produce writing in which the	3WPB -Determine audience and purpose for self-selected and assigned writing tasks
development and organization are appropriate to task and purpose.	3WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence
(Grade-specific expectations for writing types are defined in standards	structure and effectiveness of word choices.
1–3 above.)	
5. With guidance and support from peers and adults, develop and	3WPG -Edit to improve sentence fluency, grammar and usage.
strengthen writing as needed by planning, revising, and editing.	3WPH -Apply tools to judge the quality of writing.

6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact & collaborate with others.	3WPI -Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.
Res	search to Build and Present Knowledge	
7.	Conduct short research projects that build knowledge about a topic.	3REA -Identify a topic of study, construct questions and determine appropriate sources for gathering information.
8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3REA-Identify a topic of study, construct questions and determine appropriate sources for gathering information.3REB-Select and summarize important information and sort key findings into categories about a topic.
9.	(Begins in grade 4)	
Rar	nge of Writing	
10.	Write routinely over extended time frames (time for research, reflection, & revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences.	3WPB -Determine audience and determine a topic suitable for writing.

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	Speaking and Listening Strand	
	Comprehension and Collaboration	
	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, & teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas & expressing their own clearly.	No Aligned Benchmark
ıree	 a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 	No Aligned Benchmark
rade Th	 Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 	No Aligned Benchmark
9	c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	3COA -Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.
	d. Explain their own ideas and understanding in light of the discussion.	3COB -Respond to presentations and media messages by stating the purpose and summarizing main ideas.
	 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. 	3COB -Respond to presentations and media messages by stating the purpose and summarizing main ideas.

3.	Ask & answer questions about information from a speaker, offering appropriate elaboration & detail.	3COA -Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.
Pre	esentation of Knowledge and Ideas	
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.	 3COC-Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose. 3COE-Organize presentations to provide a beginning, middle and ending and include concrete details. 3COG-Deliver a variety of presentations, using visual materials as appropriate. 3COF-Clarify information in presentations through the use of important details from a variety of sources, effective organization and a clear focus.
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.	3RED -Communicate findings orally, visually and in writing or through multimedia.
6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	3COC -Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.

Grade	Common Core State Standards		Ohio – 2001 Academic Content Standards Benchmarks
	Langu	age Strand	
	Conve	ntions of Standard English	
	1. De	emonstrate command of the conventions of standard English grammar	3WPG -Edit to improve sentence fluency, grammar and usage.
	an	d usage when writing or speaking.	3WCC -Use conventions of punctuation and capitalization in written work.
	a.	Explain the function of nouns, pronouns, verbs, adjectives, and	3WCC -Use conventions of punctuation and capitalization in written work.
		adverbs in general and their functions in particular sentences.	3WCD -Use grammatical structures to effectively communicate ideas in writing.
e e	b.	Form and use regular and irregular plural nouns.	3WCD -Use grammatical structures to effectively communicate ideas in writing.
Three	C.	Use abstract nouns (e.g., childhood).	No Aligned Benchmark
	d.	Form and use regular and irregular verbs.	4WCB -Spell grade-appropriate words correctly.
de			3WCD -Use grammatical structures to effectively communicate ideas in writing.
Grade	e.	Form and use the simple (e.g., I walked; I walk; I will walk) verb	3WCD -Use grammatical structures to effectively communicate ideas in writing.
		tenses.	
	f.	Ensure subject-verb and pronoun-antecedent agreement.*	3WCD -Use grammatical structures to effectively communicate ideas in writing.
	g.	Form and use comparative and superlative adjectives and adverbs,	3WCD -Use grammatical structures to effectively communicate ideas in writing.
		and choose between them depending on what is to be modified.	4WCD -Use grammatical structures to effectively communicate ideas in writing.
	h.	Use coordinating and subordinating conjunctions.	3WCD -Use grammatical structures to effectively communicate ideas in writing.
	i.	Produce simple, compound, and complex sentences.	3WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence
			structure and effectiveness of word choices.

2.	Demonstrate command of the conventions of standard English	3WCB -Spell grade-appropriate words correctly.
	capitalization, punctuation, and spelling when writing.	3WCC -Use conventions of punctuation and capitalization in written work.
i	a. Capitalize appropriate words in titles.	3WCC -Use conventions of punctuation and capitalization in written work.
	b. Use commas in addresses.	3WCC -Use conventions of punctuation and capitalization in written work.
	c. Use commas and quotation marks in dialogue.	3WCC -Use conventions of punctuation and capitalization in written work.
	d. Form and use possessives.	3WCD -Use grammatical structures to effectively communicate ideas in writing.
		3WCC -Use conventions of punctuation and capitalization in written work.
	e. Use conventional spelling for high-frequency and other studied	3AVB -Read accurately high-frequency sight words.
	words and for adding suffixes to base words (e.g., sitting, smiled,	3AVC -Apply structural analysis skills to build and extend vocabulary and to determine
	cries, happiness).	word meaning.
		3WCB -Spell grade-appropriate words correctly.
	f. Use spelling patterns and generalizations (e.g., word families,	3PAA -Use letter-sound correspondence knowledge and structural analysis to decode
	position-based spellings, syllable patterns, ending rules, meaningful	words.
	word parts) in writing words.	3AVC -Apply structural analysis skills to build and extend vocabulary and to determine
		word meaning.
		3WCB -Spell grade-appropriate words correctly.
		3PAA -Use letter-sound correspondence knowledge and structural analysis to decode
		words.
	g. Consult reference materials, including beginning dictionaries, as	3WPF -Use a variety of resources and reference materials to select more effective
	needed to check and correct spellings.	vocabulary when editing.
		3AVE -Use resources to determine the meanings and pronunciations of unknown
		words.
	wledge of Language	
	Use knowledge of language and its conventions when writing, speaking,	3COC -Use clear and specific vocabulary to communicate ideas and to establish tone
	reading, or listening.	appropriate to the topic, audience and purpose.
-	a. Choose words and phrases for effect.*	3COC -Use clear and specific vocabulary to communicate ideas and to establish tone
		appropriate to the topic, audience and purpose.
	b. Recognize and observe differences between the conventions of spoken and written standard English.	No Aligned Benchmark
Voca	abulary Acquisition and Use	
	Determine or clarify the meaning of unknown and multiple-meaning	3AVE -Use resources to determine the meanings and pronunciations of unknown
	word and phrases based on <i>grade 3 reading and content</i> , choosing	words.
	flexibly from a range of strategies.	3AVA -Use context clues to determine the meaning of new vocabulary.
		3AVD -Know the meaning of specialized vocabulary by applying knowledge of word
		SAVD-know the meaning of specialized vocabulary by applying knowledge of word
		parts, relationships and meanings.

		word meaning.
	a. Use sentence-level context as a clue to the meaning of a word or phrase.	3AVA -Use context clues to determine the meaning of new vocabulary.
	b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	3AVC-Apply structural analysis skills to build and extend vocabulary and to determine word meaning.3WCB-Spell grade-appropriate words correctly.
	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	3AVC -Apply structural analysis skills to build and extend vocabulary and to determine word meaning.
	d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	3AVE -Use resources to determine the meanings and pronunciations of unknown words.
5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	2AVD -Know the meaning of specialized vocabulary by applying knowledge of words parts, relationships and meanings. 3WCB -Spell grade-appropriate words correctly.
	a. Distinguish the literal & nonliteral meanings of words & phrases in context (e.g., take steps).	 2AVD-Know the meaning of specialized vocabulary by applying knowledge of words parts, relationships and meanings. 3WCB-Spell grade-appropriate words correctly. 3AVD-Know the meaning of specialized vocabulary by applying knowledge of words parts, relationships and meanings.
	b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly or helpful</i>).	No Aligned Benchmark
	c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	No Aligned Benchmark
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., <i>After dinner that night we went looking for them</i>).	No Aligned Benchmark