Grade 3 Correlations Between
Common Core State Standards and Ohio Academic Content Standards

READING FOR LITERATURE	
Common Core	**2002 Ohio ACS**
Key Ideas and Details	**Aligned Benchmarks and Indicators**
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3RPE7
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.	3LTA3
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3LTB2
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	2AVA1
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.	3LTC4
6. Distinguish their own point of view from that of the narrator or those of the characters.	4LTD4
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).	3RPB2
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).	3LTA1 3LTE6 3RPD3
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 MATCH

READING FOR INFORMATION	
Common Core	**2002 Ohio ACS**
Key Ideas and Details	**Aligned Benchmarks and Indicators**
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3RPE7 RITB2
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	3RPC4 3ITC3
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.	3ITE5
Craft and Structure	
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.	3AVE9
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3ITA1
6. Distinguish their own point of view from that of the author of a text.	NO MATCH
Integration of Knowledge and Ideas	

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).	3ITA1 3ITD4 3ITB3
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	4ITB4 3ITB7
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	3RPD3
Range of Reading and Text Complexity	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	NO MATCH

READING: FOUNDATIONAL SKILLS	
Common Core	**2002 Ohio ACS**
Phonics and Word Recognition	**Aligned Benchmarks and Indicators**
3. Know and apply grade-level phonics and word analysis skills in decoding words.	3PAA2 3PAA3
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	3AVC7 3PAA2
b. Decode words with common Latin suffixes.	3PAA2
c. Decode multisyllable words.	2PAB2
d. Read grade-appropriate irregularly spelled words.	NO MATCH
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	3PAB4 3PAB5
a. Read grade-level text with purpose and understanding.	3RPA1
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	3PAB6
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2RPF8

WRITING STRAND	
Common Core	**2002 Ohio ACS**
Text Types and Purposes	**Aligned Benchmarks and Indicators**
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	3WAB2
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	3WPC4 3WAC4 3WAB2
b. Provide reasons that support the opinion.	3WAB2
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	3WPE7
d. Provide a concluding statement or section.	3WAD4
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3WAD
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	3WPE7 3WAD4
b. Develop the topic with facts, definitions, and details.	3WAD4
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	3WPE7
d. Provide a concluding statement or section.	3WPE5
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3WAA1
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	3WAA1
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response	3WAA1 3WPE11

of characters to situations.	
c. Use temporal words and phrases to signal event order.	3WAA1
d. Provide a sense of closure.	3WPE5
Production and Distribution of Writing	
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 standards 1–3 above.)	3WPB3 3WPE5
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	3WPG14 3WPH15
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.	3WPI9
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge about a topic.	3REA1
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3REA2 3REA3 3REB5
9. (Begins in grade 4)	
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	3WPB3

SPEAKING AND LISTENING STRAND	
Common Core	**2002 Ohio ACS**
Comprehension and Collaboration	**Aligned Benchmarks and Indicators**
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.	NO MATCH
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 MATCH
b. 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 MATCH
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	3COA1
d. Explain their own ideas and understanding in light of the discussion.	3COB2
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.	3COB2
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3COA1
Presentation 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.	3COC6 3COE8c 3COG9 3COF8
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.	3RED7
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	3COC4 3COC7 3COC5

LANGUAGE STRAND	
Common Core	**2002 Ohio ACS**
Conventions of Standard English	**Aligned Benchmarks and Indicators**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3WPG14 3WCC5
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	3WCC11 4WCC9 3WCD13 3WCD14 3WCD16
b. Form and use regular and irregular plural nouns.	3WCD13
c. Use abstract nouns (e.g., childhood).	NO MATCH
d. Form and use regular and irregular verbs.	4WCB7 3WCD15
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	3WCD15
f. Ensure subject-verb and pronoun-antecedent agreement.*	3WCD12
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	3WCD11 4WCD9
h. Use coordinating and subordinating conjunctions.	3WCD17
i. Produce simple, compound, and complex sentences.	3WPE6
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	3WCB2 3WCB3 3WCB4 3WCB5 3WCB6 3WCB7 3WCC8 3WCC9 3WCC10
a. Capitalize appropriate words in titles.	3WCC10
b. Use commas in addresses.	3WCC9
c. Use commas and quotation marks in dialogue.	3WCC9
d. Form and use possessives.	3WCD16 3WCC9
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	3AVB4 3AVC7 3WCB4
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	3PAA1 3AVC8 3WCB6 3PAA3
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	3WPF13 3AVE9
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	3COC4 3COC5
a. Choose words and phrases for effect.*	3COC5 3COC4
b. Recognize and observe differences between the conventions of spoken and written standard English.	NO MATCH
Vocabulary Acquisition and Use	
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.	3AVE9 3AVA2 3AVA1 3AVD3 3AVC3

a. Use sentence-level context as a clue to the meaning of a word or phrase.	3AVA1
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).	3AVC7 3WCB5
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	3AVC8
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	3AVE9
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	2AVD2 2AVD5 3WCB4 3AVD2 3AVD5
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	2AVD2 2AVD5 3WCB4 3AVD2 3AVD5
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	NO MATCH
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	NO MATCH
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).	NO MATCH