

ELA CCSS – Grade Three		
Title of Program : <u>Benchmark Literacy</u>		
Category 1: <u>CCSS English Language Arts and Literacy K-5/6</u>		
Publisher Name: <u>Benchmark Education Company</u> Date of Copyright: <u>2014</u>		
Third Grade Reading Literacy (RL)		
Standard Number	Standard	Where Taught <i>BL TRS = Benchmark Literacy Teacher Resource System</i> <i>BWW TRS = Benchmark Writer's Workshop Teacher Resource System</i> <i>Start 1 = Word Study & Vocabulary Start 1</i>
	Key Ideas and Details	
ELACC 3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<u>BL TRS</u> : UNIT 1 : Week 1: 2; Week 3: 7,8 UNIT 2 : Week 1: 3, 5, 6, 7, 8, 10; Week 2: 4, 6, 7, 9, 11, 14; Week 3: 8; UNIT 3 : Week 2: 4, 6, 7, 9, 11; Week 3: 7, 8; UNIT 4 : Week 1: 2, 3, 5, 6, 7, 8, 10; Week 2: 4, 6, 7, 9, 11, 14; Week 3: 7,8; UNIT 5 : Week 1: 5, 6, 7, 8; Week 2: 4, 6, 7, 9, 11, 14; Week 3: 7, 8; UNIT 6 : Week 3: 7, 8; UNIT 7 : Week 1: 5, 6, 7, 8, 10; Week 2: 4, 6, 7, 9, 11; Week 3: 7, 8; UNIT 8 : Week 2: 4, 6, 7, 9, 11; Week 3: 7, 8; UNIT 9 : Week 1: 6; Week 2: 4, 6, 7, 9, 11, 14; Week 3: 7, 8; UNIT 10 : Week 1: 6; Week 2: 4, 6, 7, 9, 11; Week 3: 7, 8 <u>BWW TRS</u> : UNIT 2 : 2–3, 4–5, 14–15, 20
ELACC 3.RL.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.	<u>BL TRS</u> : UNIT 1 : Week 3: 7; UNIT 2 : Week 1: 10; Week 2: 4, 6, 7, 11, 14; UNIT 3 : Week 2: 4, 6, 7, 9; UNIT 4 : Week 1: 2, 3, 5, 6, 8, 10; Week 2: 4, 6, 7, 9, 11, 14; UNIT 5 : Week 2: 4, 6, 7, 11; Week 3: 8; Unit 5 Cross-Curricular Connections; UNIT 7 : Week 1: 10; Week 2: 4, 6, 7, 11; UNIT 8 : Week 2: 4, 7; UNIT 9 : Week 2: 4, 6, 7, 9, 14; UNIT 10 : Week 2: 4, 7, 9, 11; Unit 10 Cross-Curricular Connections
ELACC 3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<u>BL TRS</u> : UNIT 1 : Week 3: 10; UNIT 2 : Week 1: 3, 5, 6, 7, 8, 10; Week 2: 4, 6, 7, 9, 11, 14; UNIT 3 : Week 2: 4, 6, 7, 9, 11; UNIT 4 : Week 2: 4, 6, 7, 9, 11, 14; Week 3: 8; UNIT 5 : Week 2: 6, 9, 11; Week 3: 7; Unit 5 Cross-Curricular Connections; UNIT 7 : Week 1: 10; Week 2: 4, 6, 7, 9, 11; UNIT 8 : Week 2: 4, 6, 7, 9, 11; UNIT 9 : Week 2: 4, 6, 7, 9, 11, 14; Week 3: 10; UNIT 10 : Week 1: 5, 6; Week 2: 4, 6, 7, 9, 14; Unit 10 Cross-Curricular Connections <u>BWW TRS</u> : UNIT 2 : 4–5, 6–7, 14, 26–27, 46–47
	Craft and Structure	
ELACC 3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	<u>BL TRS</u> : UNIT 3 : Week 2: 6, 9; UNIT 4 : Week 2: 6; UNIT 5 : Week 2: 9; UNIT 6 : Week 3: 10; UNIT 7 : Week 2: 6, 9; UNIT 8 : Week 2: 9, 11; UNIT 9 : Week 2: 9; UNIT 10 : Week 2: 6, 7
ELACC 3.RL.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.	<u>BL TRS</u> : UNIT 2 : Week 2: 6, 7; UNIT 3 : Week 2: 4, 6, 9, 11; UNIT 4 : Week 2: 11; UNIT 7 : Week 1: 5; Week 2: 4, 6, 9, 11; UNIT 8 : Week 2: 6, 7, 9; UNIT 9 : Week 1: 5, 6; Week 2: 9, 11; UNIT 10 : Week 1: 5; Week 2: 4, 7, 9, 11, 14 <u>BWW TRS</u> : UNIT 2 : 22–23
ELACC 3.RL.6	Distinguish their own point of view from that of the narrator or those of the characters.	<u>BL TRS</u> : UNIT 2 : Week 2: 11; UNIT 3 : Week 2: 4; UNIT 4 : Week 2: 9; UNIT 7 : Week 2: 7, 11; UNIT 8 : Week 2: 4, 11; UNIT 9 : Week 1: 5; UNIT 10 : Week 2: 6
	Integration of Knowledge and Ideas	
ELACC 3.RL.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).	<u>BL TRS</u> : UNIT 2 : Week 1: 10; UNIT 3 : Week 2: 4; UNIT 4 : Week 1: 2, 3; UNIT 7 : Week 1: 8, 10; UNIT 7 : Week 2: 6, 9; UNIT 8 : Week 2: 6, 9; UNIT 9 : Week 2: 11 <u>BWW TRS</u> : UNIT 2 : 5, 7
ELACC 3.RL.8	(Not applicable to literature)	
ELACC 3.RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar	<u>BL TRS</u> : UNIT 2 : Week 2: 7; UNIT 3 : Week 2: 7, 14; UNIT 4 : Week 2: 7; UNIT 5 : Week 2: 7, 14; UNIT 7 : Week 2: 7, 14; Week 3: 8; Unit 7 Cross-Curricular Connections; UNIT 8 : Week 2: 7, 14; UNIT 9 : Week

Correlated to the English Language Arts Common Core Standards

	characters (e.g., in books from a series).	2: 7; UNIT 10: Week 2: 7
	Range of Reading and Level of Text Complexity	
ELACC 3.RL.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.	BL TRS: UNIT 1: Week 3: 7, 8; UNIT 2: Week 2: 4, 6, 7, 9, 11, 14; Week 3: 8; UNIT 3: Week 3: 7, 8; UNIT 4: Week 2: 6, 7, 9, 11, 14; Week 3: 7, 8; UNIT 5: Week 1: 5; Week 2: 7, 8; Unit 5 Cross-Curricular Connections; UNIT 6: Week 3: 7, 8; UNIT 7: Week 3: 7, 8; Unit 7 Cross-Curricular Connections; UNIT 8: Week 3: 7, 8; UNIT 9: Week 2: 4, 6, 7, 9, 11, 14; Week 3: 7, 8; UNIT 10: Week 2: 4, 9; Week 3: 7, 8; Unit 10 Cross-Curricular Connections

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Third Grade Reading Informational (RI)		
Standard Number	Standard	Where Taught BL TRS = Benchmark Literacy Teacher Resource System BWW TRS = Benchmark Writer's Workshop Teacher Resource System Start 1 = Word Study & Vocabulary Start 1
	Key Ideas and Details	
ELACC 3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	BL TRS: UNIT 1: Week 1: 6; Week 2: 4, 6, 7, 9, 11; UNIT 2: Week 3: 7; UNIT 3: Week 1: 2, 3, 5, 6, 7, 8, 10; UNIT 5: Week 1: 10; UNIT 6: Week 1: 2, 3, 6, 7, 10; Week 2: 4, 6, 7, 9, 11, 14; UNIT 8: Week 1: 10; Unit 8 Cross-Curricular Connections; UNIT 9: Week 1: 10; UNIT 10: Week 1; 10 BWW TRS: UNIT 3: 17
ELACC 3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	BL TRS: UNIT 1: Week 1: 5, 6, 8, 10; Week 2: 4, 6, 7, 9, 11; UNIT 3: Week 1: 5, 6, 19; UNIT 5: Week 1: 10; UNIT 6: Week 1: 5, 8, 10; Week 2: 4, 6, 7, 9, 11; UNIT 8: Week 1; 5, 6, 8, 10; UNIT 9: WEEK 1; 8, 10; UNIT 10: Week 1; 10; Unit 10 Cross-Curricular Connections BWW TRS: UNIT 1: 4–5, 10–11 Unit 3: 4, 6–7, 24 Unit 4: 4–5
ELACC 3.RI.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.	BL TRS: UNIT 1: Week 2: 4, 6, 9, 11; UNIT 6: Week 2: 9, 14; UNIT 8: Week 1: 6, 8, 10; UNIT 9: Week 2: 8, 10 BWW TRS: UNIT 1: 14, 18–19 Unit 3: 10 Unit 5: 14
	Craft and Structure	
ELACC 3.RI.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.	***See Small Group CTDR Cards- Addressed on every Text Dependent Card in the Vocabulary Section
ELACC 3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	BL TRS: UNIT 3: Week 1: 5, 6, 7, 8, 10; Unit 7 Cross-Curricular Connections; Unit 8 Cross-Curricular Connections
ELACC 3.RI.6	Distinguish their own point of view from that of the author of a text.	BL TRS: UNIT 1: Week 2: 11; UNIT 6: Week 2: 6, 11
	Integration of Knowledge and Ideas	
ELACC 3.RI.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).	BL TRS: UNIT 1: Week 1: 5, 6, 10; Week 2: 6; UNIT 3: Week 1: 2, 3, 10; UNIT 5: Week 1; 2, 3, 10; UNIT 6: Week 1: 2, 3, 5, 6, 8, 10; Week 2: 9, 11; UNIT 8: Week 1: 10; UNIT 9: Week 1: 10; UNIT 10: Week 1: 8, 10 BWW TRS: UNIT 1: 5, 8, 31, 33, 39 Unit 3: 4, 6–7, 10, 14, 26, 36–37 Unit 4: 23, 46–47 Unit 5: 16
ELACC 3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	BL TRS: UNIT 1: Week 2: 9, 11; UNIT 6: Week 2: 6, 9; UNIT 8: Week 1: 8, 10; UNIT 9: Week 1: 8, 10 BWW TRS: Unit 3: 10 Unit 4: 3, 4–5, 6–7, 10 Unit 5: 2, 4–5, 6–7
ELACC 3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	BL TRS: UNIT 1: Week 2: 7; UNIT 6: Week 2: 7
	Range of Reading and Level of Text Complexity	

Correlated to the English Language Arts Common Core Standards

ELACC 3.RI.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.	BL TRS: UNIT 1: Week 2: 4, 9; UNIT 2: Week 3: 7; UNIT 6: Week 2: 4, 9, 11; Unit 7 Cross-Curricular Connections; Unit 8 Cross-Curricular Connections; Unit 10 Cross-Curricular Connections
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Third Grade Reading Foundational (RF)		
Standard Number	Standard	Where Taught
		BL TRS = Benchmark Literacy Teacher Resource System BWW TRS = Benchmark Writer's Workshop Teacher Resource System Start 1 = Word Study & Vocabulary Start 1
Print Concepts		
NA	Kindergarten and 1 st grade only	
Phonological Awareness		
NA	Kindergarten and 1 st grade only	
Phonics and Word Recognition		
ELACC 3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
	a. Identify and know the meaning of the most common prefixes and derivational suffixes.	BL TRS: UNIT 3: Week 2: 4, 6, 7, 9, 11; UNIT 7: Week 2: 4, 6, 7, 9, 11; Week 3: 10; UNIT 8: Week 2: 6, 7, 9, 11 Start 1: SKILL BAGS 14, 28-31
	b. Decode words with common Latin suffixes.	***See Small Group Correlation Attached for Specific Titles.
	c. Decode multi-syllable words.	BL TRS: UNIT 1: Week 2: 11 Start 1: SKILL BAGS: 1-5, 7, 9-32
	d. Read grade-appropriate irregularly spelled words.	Start 1: SKILL BAGS: 10, 11, 15, 16, 20, 23, 28
Fluency		
ELACC 3.RF.4	Read with sufficient accuracy and fluency to support comprehension.	BL TRS: UNIT 1: Week 2: 6, 7, 9, 11; UNIT 2: Week 2: 4, 6, 7, 9, 11; UNIT 4: Week 2: 6, 9
	a. Read on-level text with purpose and understanding.	BL TRS: UNIT 1: Week 1: 8; Week 2: 4, 7; Week 3: 2, 5, 6, 8, 12; UNIT 2: Week 1: 8; Week 3: 2, 5, 6, 8, 12; UNIT 3: Week 1: 8; Week 2: 4, 6, 7, 9, 11; Week 3: 2, 5, 6, 8, 12; UNIT 4: Week 1: 8; Week 3: 2, 5, 6, 8, 13; UNIT 5: Week 1: 8; Week 2: 4, 6, 7, 9, 11; Week 3: 2, 5, 6, 8, 13; Unit 5 Cross-Curricular Connections; UNIT 6: Week 1: 8, 10; Week 2: 4, 6, 7, 11; Week 3: 2, 5, 6, 8, 12; UNIT 7: Week 1: 8; Week 2: 4, 6, 7, 9, 11; Week 3: 2, 5, 6, 8, 12; UNIT 8: Week 1: 8; Week 2: 4, 6, 7, 9, 11; Week 3: 2, 5, 6, 8, 12; Unit 8 Cross-Curricular Connections; UNIT 9: Week 1: 8, 10; Week 3: 2, 5, 6, 8, 12; UNIT 10: Week 1: 8, 10; Week 2: 4, 6, 7, 9, 11; Week 3: 2, 5, 6, 8, 12
	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	BL TRS: UNIT 1: Week 2: 4; Week 3: 2, 5, 6, 8, 12; Unit 1 Cross-Curricular Connections; UNIT 2: Week 1: 8; Week 3: 2, 5, 6, 8, 12; UNIT 3: Week 2: 4, 6, 7, 9, 11; Week 3: 2, 5, 6, 8, 12; UNIT 4: Week 3: 2, 5, 6, 8, 13; UNIT 5: Week 2: 4, 6, 7, 9, 11; Week 3: 2, 5, 6, 8, 13; UNIT 6: Week 3: 2, 5, 6, 8, 12; UNIT 7: Week 2: 4, 6, 7, 9, 11; Week 3: 2, 5, 6, 8, 12; UNIT 8: Week 2: 4, 6, 7, 9, 11; Week 3: 2, 5, 6, 8, 12; UNIT 9: Week 2: 4, 6, 7, 9, 11; Week 3: 2, 5, 6, 8, 12; UNIT 10: Week 2: 4, 6, 7, 9, 11; Week 3: 2, 5, 6, 8, 12
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	BL TRS: UNIT 1: Week 2: 11; Week 3: 2, 5, 6, 8; UNIT 2: Week 3: 2, 5, 6, 8, 12; UNIT 3: Week 1: 8; Week 2: 9, 11; Week 3: 2, 5, 6, 8; UNIT 4: Week 1: 8; Week 2: 2, 5, 6, 8; UNIT 6: Week 1: 8, 10; Week 2: 4, 6, 7; Week 3: 2, 5, 6, 8; UNIT 7: Week 1: 8, 9, 11; Week 3: 2, 5, 6, 7, 8, 10; UNIT 8: Week 1: 8; Week 2: 9, 11; Week 3: 2, 5, 6, 8; UNIT 9: Week 1: 8, 10; Week 2: 9; Week 3: 2, 5, 6, 8; UNIT 10: Week 1: 8, 10; Week 2: 6, 11; Week 3: 2, 5, 6, 8

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Third Grade Writing (W)		
Standard Number	Standard	Where Taught
		BL TRS = Benchmark Literacy Teacher Resource System BWW TRS = Benchmark Writer's Workshop Teacher Resource System Start 1 = Word Study & Vocabulary Start 1
	Text Types and Purposes	
ELACC 3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
	a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.	BL TRS: UNIT 1: Week 2: 10, 13; UNIT 2: Week 2: 10, 13; UNIT 3: Week 2: 14; UNIT 4: Week 2: 5, 8; UNIT 5: Week 2: 13; UNIT 6: Week 2: 14; UNIT 7: Week 2: 5, 8; UNIT 8: Week 2: 14; UNIT 9: Week 2: 5, 8; UNIT 10: Week 2: 5, 8 BWW TRS: Unit 5: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <u>Writing to Sources Handbook:</u> 4, 6, 10, 16, 20, 22, 24
	b. Provide reasons that support the opinion.	BL TRS: UNIT 1: Week 2: 10, 13; UNIT 2: Week 2: 10, 13; UNIT 3: Week 2: 14; UNIT 4: Week 2: 5, 8; UNIT 5: Week 2: 13; UNIT 6: Week 2: 14; UNIT 7: Week 2: 5, 8; UNIT 8: Week 2: 14; UNIT 9: Week 2: 5, 8; UNIT 10: Week 2: 5, 8 BWW TRS: Unit 5: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 26–27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <u>Writing to Sources Handbook:</u> 4, 6, 10, 16, 20, 22, 24
	c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	BL TRS: UNIT 1: Week 2: 10, 13; UNIT 2: Week 2: 10, 13; UNIT 3: Week 2: 14; UNIT 4: Week 2: 5, 8; UNIT 5: Week 2: 13; UNIT 6: Week 2: 14; UNIT 7: Week 2: 5, 8; UNIT 8: Week 2: 14; UNIT 9: Week 2: 5, 8; UNIT 10: Week 2: 5, 8 BWW TRS: Unit 5: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <u>Writing to Sources Handbook:</u> 4, 6, 10, 16, 20, 22, 24
	d. Provide a concluding statement or section.	BL TRS: UNIT 1: Week 2: 10, 13; UNIT 2: Week 2: 10, 13; UNIT 3: Week 2: 14; UNIT 4: Week 2: 5, 8; UNIT 5: Week 2: 13; UNIT 6: Week 2: 14; UNIT 7: Week 2: 5, 8; UNIT 8: Week 2: 14; UNIT 9: Week 2: 5, 8; UNIT 10: Week 2: 5, 8 BWW TRS: Unit 5: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 <u>Writing to Sources Handbook:</u> 4, 6, 10, 16, 20, 22, 24
ELACC 3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	BL TRS: Unit 5 Cross-Curricular Connections; Unit 10 Cross-Curricular Connections
	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	BL TRS: UNIT 2: Week 2: 5, 8; UNIT 3: Week 2: 10, 13; UNIT 5: Week 2: 10, 14; UNIT 6: Week 2: 10, 13; UNIT 7: Week 2: 10, 13; UNIT 8: Week 2: 10, 13; Unit 8 Cross-Curricular Connections; UNIT 9: Week 2: 10, 13; UNIT 10: Week 2: 10, 14 BWW TRS: Unit 3: 2–3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 Unit 4: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 <u>Writing to Sources Handbook:</u> 6, 8, 10, 12, 14, 16, 18, 20, 24
	b. Develop the topic with facts, definitions, and details.	BL TRS: UNIT 2: Week 2: 5, 8; UNIT 3: Week 2: 10, 13; UNIT 5: Week 2: 10, 14; UNIT 6: Week 2: 10, 13; UNIT 7: Week 2: 10, 13; UNIT 8: Week 2: 10, 13; Unit 8 Cross-Curricular Connections; UNIT 9: Week 2: 10, 13;Week 2: 10, 14 BWW TRS: Unit 3: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 Unit 4: 3, 5, 7, 9, 11, 13, 15, 17, 19, 20–21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 <u>Writing to Sources Handbook:</u> 6, 8, 10, 12, 14, 16, 18, 20, 24

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	c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<p>BL TRS: UNIT 2: Week 2: 5, 8; UNIT 3: Week 2: 10, 13; UNIT 5: Week 2: 10, 14; UNIT 6: Week 2: 10, 13; UNIT 7: Week 2: 10, 13; UNIT 8: Week 2: 10, 13; Unit 8 Cross-Curricular Connections; UNIT 9: Week 2: 10, 13; UNIT 10: Week 2: 10, 14</p> <p>BWW TRS: Unit 3: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 Unit 4: 3, 5, 7, 9, 11, 13, 14–15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 34–35, 37, 39, 41, 43, 45, 47</p> <p><i>Writing to Sources Handbook:</i> 6, 8, 10, 12, 14, 16, 18, 20, 24</p>
	d. Provide a concluding statement or section.	<p>BL TRS: UNIT 2: Week 2: 5, 8; UNIT 3: Week 2: 10, 13; UNIT 5: Week 2: 10, 14; UNIT 6: Week 2: 10, 13; UNIT 7: Week 2: 10, 13; UNIT 8: Week 2: 10, 13; Unit 8 Cross-Curricular Connections; UNIT 9: Week 2: 10, 13; UNIT 10: Week 2: 10, 14</p> <p>BWW TRS: Unit 3: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 Unit 4: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47</p> <p><i>Writing to Sources Handbook:</i> 6, 8, 10, 12, 14, 16, 18, 20, 24</p>
ELACC 3.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<p>BL TRS: Unit 3 Cross-Curricular Connections; UNIT 6: Week 2: 5</p> <p><i>Writing to Sources Handbook:</i> 14</p>
	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<p>BL TRS: UNIT 1: Week 2: 5, 8, 14; UNIT 2: Week 2: 14; UNIT 3: Week 2: 5, 8; UNIT 4: Week 2: 14; UNIT 5: Week 2: 5, 8; UNIT 6: Week 2: 8; UNIT 7: Week 2: 14; UNIT 8: Week 2: 5, 8; UNIT 9: Week 2: 14; UNIT 10: Week 2: 10, 13</p> <p>BWW TRS: UNIT 1: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 Unit 2: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47</p> <p><i>Writing to Sources Handbook:</i> 4, 8, 12, 18, 22, 24</p>
	b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<p>BL TRS: UNIT 1: Week 2: 5, 8, 14; UNIT 2: Week 2: 14; UNIT 3: Week 2: 5, 8; UNIT 4: Week 2: 14; UNIT 5: Week 2: 5, 8; UNIT 6: Week 2: 8; UNIT 7: Week 2: 14; UNIT 8: Week 2: 5, 8; UNIT 9: Week 2: 14; UNIT 10: Week 2: 10, 13</p> <p>BWW TRS: UNIT 1: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 Unit 2: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 32–33, 35, 37, 39, 41, 43, 45, 47</p> <p><i>Writing to Sources Handbook:</i> 4, 8, 12, 18, 22, 24</p>
	c. Use temporal words and phrases to signal event order.	<p>BL TRS: UNIT 1: Week 2: 5, 8, 14; UNIT 2: Week 2: 14; UNIT 3: Week 2: 5, 8; UNIT 4: Week 2: 14; UNIT 5: Week 2: 5, 8; UNIT 6: Week 2: 8; UNIT 7: Week 2: 14; UNIT 8: Week 2: 5, 8; UNIT 9: Week 2: 14; UNIT 10: Week 2: 10, 13</p> <p>BWW TRS: UNIT 1: 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 Unit 2: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47</p> <p><i>Writing to Sources Handbook:</i> 4, 8, 12, 18, 22, 24</p>
	d. Provide a sense of closure.	<p>BL TRS: UNIT 1: Week 2: 5, 8, 14; UNIT 2: Week 2: 14; UNIT 3: Week 2: 5, 8; UNIT 4: Week 2: 14; UNIT 5: Week 2: 5, 8; UNIT 6: Week 2: 8; UNIT 7: Week 2: 14; UNIT 8: Week 2: 5, 8; UNIT 9: Week 2: 14; UNIT 10: Week 2: 10, 13</p> <p>BWW TRS: UNIT 1: 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 Unit 2: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47</p> <p><i>Writing to Sources Handbook:</i> 4, 8, 12, 18, 22, 24</p>
	Production and Distribution of Writing	
ELACC 3.W.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.)	<p>BL TRS: UNIT 1: Week 2: 5, 10, 13, 14; UNIT 2: Week 1: 13; Week 2: 5, 8, 10, 13, 14; UNIT 3: Week 1: 13; Week 2: 5, 10; UNIT 4: Week 1: 13; Week 2: 10, 14; Unit 5 Cross-Curricular Connections; UNIT 6: Week 2: 5, 8, 10, 11, 14; Unit 6 Cross-Curricular Connections; UNIT 7: Week 2: 5, 8, 10, 13, 14; UNIT 8: Week 2: 5, 8, 10, 14; UNIT 9: Week 2: 5, 8, 10, 13, 14; UNIT 10: Week 2: 5, 8, 10, 13, 14</p> <p>BWW TRS: UNIT 1: 12–13, 15, 19 Unit 2: 8–9, 11, 12–13, 18–19, 21, 47 Unit 3: 8–9, 12–13, 14–15, 20–21, 22–23 Unit 4: 8–9, 12–13, 14–15, 18–19, 21</p> <p><i>Writing to Sources Handbook:</i> 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24</p>

Correlated to the English Language Arts Common Core Standards

ELACC 3.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 3.)	BL TRS: UNIT 1: Week 1: 13; Week 2: 8, 13, 14; UNIT 2: Week 1: 13; Week 2: 8, 10, 13, 14; UNIT 3: Week 1: 13; Week 2: 13, 14; UNIT 4: Week 1: 13; Week 2: 8, 13; UNIT 5: Week 1: 13; Week 2: 8, 13, 14; UNIT 6: Week 1: 13; Week 2: 8, 10, 13, 14; Unit 6 Cross-Curricular Connections; UNIT 7: Week 1: 13; Week 2: 8, 14; UNIT 8: Week 1: 13; Week 2: 8, 13, 14; UNIT 9: Week 1: 13; Week 2: 8, 10, 13, 14; UNIT 10: Week 2: 8, 13, 14 BWW TRS: UNIT 1: 9, 17, 21, 23, 25, 27, 31, 33, 35, 36–37, 39, 41, 43, 44–45, 47 Unit 2: 13, 15, 21, 23, 25, 27, 31, 33, 35, 36, 37, 45, 47 Unit 3: 25, 27, 29, 31, 35, 37, 39, 40–41, 45, 48–49, 51 Unit 4: 17, 21, 23, 27, 29, 31, 33, 35, 36–37, 41, 44–45 Unit 5: 3, 9, 13, 15, 23, 25, 27, 31, 35, 37, 39, 40–41, 47, 48–49, 51 <i>Writing to Sources Handbook:</i> 14, 18, 20, 24
ELACC 3.W.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.	BL TRS: UNIT 1: Week 2: 14; Unit 1 Cross-Curricular Connections; UNIT 2: Week 2: 14; UNIT 3: Week 2: 14; Unit 4 Cross-Curricular Connections; UNIT 6: Week 2: 14; Unit 6 Cross-Curricular Connections; UNIT 8: Week 2: 14; UNIT 9: Week 2: 14; UNIT 10: Week 2: 13, 14 BWW TRS: UNIT 5: 50–51
	Research to Build and Present Knowledge	
ELACC 3.W.7	Conduct short research projects that build knowledge about a topic.	BL TRS: Unit 1 Cross-Curricular Connections; Unit 2 Cross-Curricular Connections; Unit 3 Cross-Curricular Connections; Unit 4 Cross-Curricular Connections; Unit 5 Cross-Curricular Connections; Unit 6 Cross-Curricular Connections; Unit 8 Cross-Curricular Connections BWW TRS: Unit 3: 17, 22–23 UNIT 5: 21
ELACC 3.W.8	Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	BL TRS: UNIT 2: Week 2: 14; UNIT 3: Week 1: 13; Unit 3 Cross-Curricular Connections; Unit 5 Cross-Curricular Connections; Unit 6 Cross-Curricular Connections; Unit 10 Cross-Curricular Connections BWW TRS: UNIT 1: 3, 5, 7, 8–9, 11, 13, 17, 19, 21, 23, 25, 27, 29, 31, 35, 37, 39, 41, 43, 45, 47 Unit 2: 3, 5, 7, 9, 10, 11, 15, 19, 21, 23, 27, 31, 33, 35, 37, 39, 41, 43, 47 Unit 3: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 31, 33, 35, 37, 39, 45, 47, 51 Unit 4: 3, 5, 7, 11, 13, 15, 17, 19, 21, 23, 25, 31, 33, 37, 39, 43, 45 UNIT 5: 3, 5, 7, 9, 10–11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51
ELACC 3.W.9	(Begins in grade 4)	
	Range of Writing	
ELACC 3.W.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.	BL TRS: UNIT 1: Week 1: 2, 3, 6, 13; Week 2: 2, 5, 8, 10, 13, 14; Week 3: 2; Unit 1 Cross-Curricular Connections; UNIT 2: Week 1: 2, 3, 6, 7, 13; Week 2: 2, 5, 8, 10, 14; Week 3: 8; UNIT 3: Week 1: 2, 3, 6, 7, 10, 13; Week 2: 4, 8, 10; Week 3: 2, 8; Unit 3 Cross-Curricular Connections; UNIT 4: Week 1: 2, 3, 6, 7, 13; Week 2: 5; Week 3: 2, 8; Unit 4 Cross-Curricular Connections; UNIT 5: Week 1: 2, 3, 6, 7, 13; Week 2: 5, 8, 10, 13; Week 3: 2, 8; Unit 5 Cross-Curricular Connections; UNIT 6: Week 1: 2, 3, 7, 8, 13; Week 2: 5, 8, 10, 13, 14; Week 3: 2, 8; Unit 6 Cross-Curricular Connections; UNIT 7: Week 1: 2, 3, 6, 7, 13; Week 2: 5, 8, 10, 13; Week 3: 2, 8; UNIT 8: Week 1: 2, 3, 6, 7, 13; Week 2: 5, 8, 10, 13; Week 3: 2, 8, 10; UNIT 9: Week 1: 2, 3, 6, 7, 13; Week 2: 2, 5, 8, 10, 11, 13, 14; Week 3: 2, 8; UNIT 10: Week 1: 2, 3, 6, 13; Week 2: 2, 5, 8, 10, 13, 14; Week 3: 2, 8; Unit 10 Cross-Curricular Connections <i>Writing to Sources Handbook:</i> 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

ELA CCSS - Grade Three		
Title of Program : <u>Benchmark Literacy</u>		
Category 1: <u>CCSS English Language Arts and Literacy K-5/6</u>		
Publisher Name: <u>Benchmark Education Company</u> Date of Copyright: <u>2014</u>		
Third Grade Speaking and Listening (SL)		
Standard Number	Standard	Where Taught BL TRS = Benchmark Literacy Teacher Resource System BWW TRS = Benchmark Writer's Workshop Teacher Resource System Start 1 = Word Study & Vocabulary Start 1
	Comprehension and Collaboration	
ELACC 3.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly.	
	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.	BL TRS: UNIT 1: Week 1: 3, 5, 6, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; Week 3: 7, 8, 10, 12, 13; UNIT 2: Week 1: 3, 5, 7, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 7, 8, 10, 12, 13; UNIT 3: Week 1: 3, 5, 7, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; Week 3: 7, 8, 10, 12, 13; UNIT 4: Week 1: 4, 5, 7, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 7, 8, 10, 12, 13; UNIT 5: Week 1: 3, 5, 7, 9, 10, 12, 13; Week 2: 4, 7, 11, 14; Week 3: 7, 8, 10, 12, 13; UNIT 6: Week 1: 4, 5, 7, 8, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; Week 3: 7, 8, 10, 12, 13; UNIT 7: Week 1: 3, 5, 7, 9, 10, 12, 13; Week 2: 2, 4, 6, 7, 11, 14; Week 3: 7, 8, 12, 13; UNIT 8: Week 1: 3, 5, 6, 8, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; Week 3: 7, 8, 10, 12, 13; UNIT 9: Week 1: 4, 5, 7, 8, 9, 12, 13; Week 2: 2, 3, 4, 6, 7, 11, 14; Week 3: 7, 8, 10, 12, 13; UNIT 10: Week 1: 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 4, 6, 8, 11, 14; Week 3: 7, 8, 10, 12, 13
	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).	BL TRS: UNIT 1: Week 1: 2, 3, 5, 6, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 11, 14; Week 3: 2, 7, 8, 10, 12, 13; UNIT 2: Week 1: 2, 3, 5, 7, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 11, 14; Week 3: 7, 8, 10, 12, 13; Unit 2 Cross-Curricular Connections; UNIT 3: Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 5, 7, 8, 9, 10, 11, 14; Week 3: 2, 7, 8, 10, 12, 13; UNIT 4: Week 1: 2, 3, 4, 5, 7, 8, 9, 10, 12; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 7, 8, 10, 12, 13; UNIT 5: Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 7, 8, 10, 12, 13; UNIT 6: Week 1: 2, 3, 4, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 7, 8, 10, 12, 13; UNIT 7: Week 1: 2, 3, 5, 7, 8, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 7, 8, 12, 13; Unit 7 Cross-Curricular Connections; UNIT 8: Week 1: 2, 3, 5, 7, 9, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 2, 5, 7, 8, 10, 12, 13; Unit 8 Cross-Curricular Connections; UNIT 9: Week 1: 2, 3, 4, 5, 7, 9, 10, 12, 13; Week 2: 2, 3, 4, 6, 9, 11, 14; Week 3: 2, 5, 7, 8, 10, 12, 13; UNIT 10: Week 1: 2, 3, 5, 7, 9, 12, 13; Week 2: 2, 3, 4, 6, 8, 9, 11, 14; Week 3: 2, 5, 7, 8, 10, 12, 13 BWW TRS: UNIT 1: 3, 4–5, 6–7, 8–9, 10–11, 12–13, 15, 17, 19, 21, 23, 24–25, 27, 29, 31, 32–33, 35, 37, 38–39, 41, 43, 44–45, 46–47 Unit 2: 2–3, 4–5, 6–7, 9, 10–11, 12–13, 15, 17, 19, 21, 22–23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 44–45, 46–47 Unit 3: 3, 4–5, 6–7, 9, 10–11, 12–13, 14–15, 17, 19, 21, 22–23, 25, 27, 29, 31, 33, 35, 37, 39, 40–41, 43, 45, 47, 49, 51 Unit 4: 2–3, 4–5, 6–7, 9, 10–11, 12–13, 14–15, 17, 18–19, 21, 23, 24–25, 26–27, 29, 30–31, 33, 35, 37, 39, 41, 43, 44–45, 46–47 Unit 5: 3, 4–5, 6–7, 9, 10–11, 12–13, 14–15, 17, 19, 21, 23, 25, 26–27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51
	c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	BL TRS: UNIT 1: Week 1: 2, 6, 8, 9, 12; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 8, 14; UNIT 2: Week 1: 2, 7, 9, 12; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 8, 13; UNIT 3: Week 1: 2, 7, 9, 12; Week 2: 2, 3, 4, 6, 7, 10, 11, 14; Week 3: 8, 10, 13; UNIT 4: Week 1: 2, 7, 8, 9, 12; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 8, 13; UNIT 5: Week 1: 7, 8, 9, 12;

Correlated to the English Language Arts Common Core Standards

		Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 8, 13; UNIT 6: Week 1: 2, 7, 8, 9, 12; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 8, 13; UNIT 7: Week 1: 2, 7, 8, 9, 12; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 8, 13; UNIT 8: Week 1: 2, 3, 7, 8, 9, 10, 12; Week 2: 2, 3, 4, 6, 7, 9, 11, 14; Week 3: 8, 13; UNIT 9: Week 1: 2, 4, 7, 8, 9, 10, 12; Week 2: 3, 4 6, 7, 9, 11, 14; Week 3: 8, 13; UNIT 10: Week 1: 2, 3, 7, 8, 9, 10, 12; Week 2: 2, 3, 4, 6, 8, 9, 11, 14; Week 3: 8, 13 BWW TRS: UNIT 1: 4, 6–7, 8–9, 12–13, 17, 23, 25, 29, 39, 41, 43 Unit 2: 5, 12–13, 17, 23, 25, 27, 29, 35, 39, 41, 43 Unit 3: 3, 12–13, 17, 19, 23, 27, 29, 33, 35, 43, 45, 47, 51 Unit 4: 3, 7, 12–13, 17, 19, 25, 29, 39, 41, 43, 45 Unit 5: 3, 5, 7, 9, 12–13, 19, 29, 33, 41, 43, 45, 47
	d. Explain their own ideas and understanding in light of the discussion.	BL TRS: UNIT 1: Week 1: 2, 3, 5, 6, 8, 9, 10, 12; Week 2: 4, 6, 7, 14; Week 3: 8, 13; UNIT 2: Week 1: 2, 3, 5, 6, 7, 9, 10, 12; Week 2: 4, 6, 7, 14; Week 3: 8, 13; Unit 2 Cross-Curricular Connections; UNIT 3: Week 1: 2, 3, 5, 6, 7, 8, 9, 10, 12; Week 2: 4, 6, 7, 11, 14; Week 3: 8, 13; UNIT 4: Week 1: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12; Week 2: 4, 6, 7, 11, 14; Week 3: 8, 13; UNIT 5: Week 1: 2, 3, 5, 6, 7, 8, 9, 10, 12; Week 2: 4, 6, 7, 14; Week 3: 8, 13; UNIT 6: Week 1: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; WEEk 3: 2, 7, 8, 13; UNIT 7: Week 1: 2, 3, 5, 6, 7, 8, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; Week 3: 8, 13; UNIT 8: Week 1: 2, 3, 5, 6, 7, 8, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; Week 3: 8, 13; UNIT 9: Week 1: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13; Week 2: 4, 6, 7, 11, 14; Week 3: 8, 13; UNIT 10: Week 1: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13; Week 2: 4, 6, 8, 11, 14; Week 3: 8, 13 BWW TRS: UNIT 1: 3, 4–5, 6–7, 8–9, 10–11, 12–13, 15, 17, 19, 21, 23, 24–25, 27, 29, 31, 32–33, 35, 37, 38–39, 41, 43, 44–45, 46–47 Unit 2: 2–3, 4–5, 6–7, 9, 10–11, 12–13, 15, 17, 19, 21, 22–23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 44–45, 46–47 Unit 3: 3, 4–5, 6–7, 9, 10–11, 12–13, 14–15, 17, 19, 21, 22–23, 25, 27, 29, 31, 33, 35, 37, 39, 40, 41, 43, 45, 47, 49, 51 Unit 4: 2–3, 4–5, 6–7, 9, 10–11, 12–13, 14–15, 17, 18–19, 21, 23, 24–25, 26–27, 29, 30–31, 33, 35, 37, 39, 41, 43, 44–45, 46–47 Unit 5: 3, 4–5, 6–7, 9, 10–11, 12–13, 14–15, 17, 19, 21, 23, 25, 26–27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51
ELACC 3.SL.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.	BL TRS: UNIT 1: Week 2: 4, 9; UNIT 3: Week 2: 4; Unit 5 Cross-Curricular Connections; UNIT 6: Week 2; 4; UNIT 7: Week 2: 4; Unit 7 Cross-Curricular Connections; UNIT 8: Week 2: 4, 6; UNIT 9: Week 2: 4; UNIT 10: Week 2: 4 BWW TRS: UNIT 1: 3, 5, 7, 10–11, 17, 18, 22–23, 27, 32–33, 35, 37, 38–39, 44 Unit 2: 5, 7, 10–11, 15, 22–23, 33 Unit 3: 3, 5, 7, 10–11, 14–15 Unit 4: 3, 5, 7, 10–11, 14–15, 30 Unit 5: 4–5, 7, 10–11, 14, 26
ELACC 3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	BWW TRS: UNIT 5: 21
	Presentation of Knowledge and Ideas	
ELACC 3.SL.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.	BL TRS: UNIT 1: Week 1: 13; Unit 1 Cross-Curricular Connections; UNIT 2: Week 1: 13; Unit 2 Cross-Curricular Connections; UNIT 3: Week 1: 13; Unit 3 Cross-Curricular Connections; UNIT 4: Week 1: 13; UNIT 5: Week 1: 13; Unit 8 Cross-Curricular Connections; UNIT 9: Week 1: 13; UNIT 10: Week 1: 13; Unit 10 Cross-Curricular Connections BWW TRS: UNIT 1: 3, 5, 7, 8–9, 11, 13, 15, 17, 19, 21, 23, 24–25, 27, 29, 31, 33, 35, 37, 38–39, 41, 43, 45, 46–47 Unit 2: 3, 5, 7, 9, 11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 Unit 3: 3, 5, 7, 9, 11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 Unit 4: 2–3, 4–5, 7, 9, 11, 12–13, 15, 17, 18–19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 Unit 5: 3, 5, 7, 9, 11, 12–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51
ELACC 3.SL.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.	BL TRS: UNIT 1: Week 3: 10; UNIT 3: Week 3: 12; UNIT 5: Week 3: 12; UNIT 6: Week 3: 12; UNIT 7: Week 3: 12; UNIT 8: Week 3: 12; Unit 8 Cross-Curricular Connections; UNIT 9: Week 3: 12; UNIT 10: Week 3: 12 BWW TRS: UNIT 1: 3, 37 Unit 2: 9, 19, 23, 47 Unit 3: 5, 9, 11, 23, 27 Unit 4: 9, 15, 19, 37, 47 Unit 5: 9, 15, 19, 23, 27

Correlated to the English Language Arts Common Core Standards

ELACC 3.SL.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.)	<u>BL TRS</u> : UNIT 1 : Week 3: 10; UNIT 2 : Week 3: 10; Unit 2 Cross-Curricular Connections; Unit 3 Cross-Curricular Connections; UNIT 4 : Week 3: 10; UNIT 5 : Week 3: 10; Unit 7 Cross-Curricular Connections; UNIT 8 : Week 3: 10: Unit 8 Cross-Curricular Connections; UNIT 9 : Week 3: 10; UNIT 10 : Week 3: 10
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ELA CCSS - Grade Three		
Title of Program : <u>Benchmark Literacy</u>		
Category 1: <u>CCSS English Language Arts and Literacy K-5/6</u>		
Publisher Name: <u>Benchmark Education Company</u> Date of Copyright: <u>2014</u>		
Third Grade Language (L)		
Standard Number	Standard	Where Taught BL TRS = Benchmark Literacy Teacher Resource System BWW TRS = Benchmark Writer's Workshop Teacher Resource System Start 1 = Word Study & Vocabulary Start 1
	Conventions of Standard English	
ELACC 3.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
	a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. *	BL TRS: UNIT 6: Week 3: 10; UNIT 10: Week 3: 10 BWW TRS: UNIT 1: 24–25, 38–39 Unit 2: 16–17, 28–29, 38–39 Unit 3: 18–19, 28–29, 32–33, 42–43 Unit 4: 27, 30
	b. Form and use regular and irregular plural nouns.	BWW TRS: Unit 4: 24–25, 38–39 Unit 5: 3 Start 1: SKILL BAGS: 7-9
	c. Use abstract nouns (e.g., <i>childhood</i>).	Writing to Sources Handbook: 35
	d. Form and use regular and irregular verbs.	BL TRS: UNIT 6: Week 3: 10 BWW TRS: UNIT 1: 28–29 Unit 4: 27, 30–31, 37, 39 Unit 5: 39 Start 1: SKILL BAGS: 2-7, 9
	e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	BWW TRS: UNIT 1: 16–17
	f. Ensure subject-verb and pronoun-antecedent agreement.*	BWW TRS: UNIT 1: 24–25, 33, 38–39, 45 Unit 2: 24–25, 39 Unit 5: 18–19, 28–29, 32–33, 42–43
	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Start 1: SKILL BAGS: 31
	h. Use coordinating and subordinating conjunctions.*	BWW TRS: UNIT 1: 14–15 Unit 2: 30–31 Unit 3: 31, 45, 47
	i. Produce simple, compound, and complex sentences.	BWW TRS: UNIT 1: 3, 7, 23, 32–33, 41 Unit 2: 31, 39 Unit 3: 25, 30, 31, 38, 39, 40–41, 45, 49 Unit 5: 25, 39
	j. Writes legibly in cursive.	
ELACC 3.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
	a. Capitalize appropriate words in titles.	Writing to Sources Handbook: 50
	b. Use commas in addresses.	Writing to Sources Handbook: 51
	c. Use commas and quotation marks in dialogue.	BWW TRS: Unit 2: 40–41, 42–43 Unit 5: 48–49
	d. Form and use possessives.	Writing to Sources Handbook: 54
	e. Use conventional spelling for	BWW TRS: UNIT 1: 17 Unit 2: 45 Unit 4: 39

Correlated to the English Language Arts Common Core Standards

	high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	Start 1: SKILL BAGS: 1-32
	f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	BWW TRS: Unit 2: 45 Unit 4: 39 Start 1: SKILL BAGS: 1-32
	g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	BWW TRS: Unit 2: 45
	Knowledge of Language	
ELACC 3.L.3	ELACC3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
	a. Choose words and phrases for effect.*	BL TRS: UNIT 3: Week 3: 10; UNIT 7: Week 3: 10; UNIT 8: Week 3: 10; UNIT 9: Week 3: 10 BWW TRS: UNIT 1: 5, 21, 23, 26, 27, 30–31, 35, 37 Unit 4: 17, 21, 34–35 Unit 5: 24–25, 30–31, 36–37, 40–41
	b. Recognize and observe differences between the conventions of spoken and written Standard English.	BWW TRS: UNIT 1: 21 Unit 5: 45
ELACC 3.L.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	BL TRS: UNIT 5: Week 3: 10
	a. Use sentence-level context as a clue to the meaning of a word or phrase.	BL TRS: UNIT 3: Week 2: 6, 9; UNIT 4: Week 3: 10; UNIT 6: Week 3: 10; UNIT 7: Week 2: 6; Week 3: 10; UNIT 8: Week 2: 11; Week 3: 10; UNIT 10: Week 3: 10
	b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	Start 1: SKILL BAGS: 28, 29
	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	BL TRS: UNIT 7: Week 3: 10
	d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	BL TRS: UNIT 5: Week 3: 10; UNIT 8: Week 2: 11
ELACC 3.L.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
	a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).	BL TRS: UNIT 8: Week 2: 11; Week 3: 10
	b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or	BL TRS: UNIT 7: Week 2: 9; UNIT 8: Week 2: 9

Correlated to the English Language Arts Common Core Standards

	<i>helpful).</i>	
	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>).	BL TRS: UNIT 5: Week 3: 10 BWW TRS: Unit 5: 38–39
ELACC 3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	BL TRS: UNIT 1: Week 3: 10; UNIT 2: Week 3: 10; UNIT 10: Week 3: 10; Unit 10 Cross-Curricular Connections BWW TRS: Unit 4: 20–21