

Schoolwide Benchmark Assessment Plan

Language Arts Standards

Test 1 September
Test 2 November

Test 3 January
Test 4 March

		THIRD GRADE		THIRD GRADE	
Test	Standard	Category	Essential Language Standards		Kid Friendly Standards
			Reading/Writing	Reading	
1	1.1	Word Analysis, Fluency, and Systematic Vocabulary Development	Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words.	1.1	I use word families when reading new words.
1	1.2	Word Analysis, Fluency, and Systematic Vocabulary Development	Decode regular multi-syllabic words.	1.2	I can read words with many syllables.
1	2.4	Reading Comprehension	Recall major points in the text and make and modify predictions about forthcoming information.	2.4	I can make good predictions based on information from the book.
1	2.6	Reading Comprehension	Extract appropriate and significant information from the text, including problems and solutions	2.6	I can find information in stories including problems and solutions.
1	1.1	Written and Oral English Language Conventions	Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	1.1	I know how to write asking and telling sentences.
1	1.1	Writing Strategies	Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.	1.1	I can write a paragraph with a topic sentence and details.
2	1.4	Word Analysis, Fluency, and Systematic Vocabulary Development	Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	1.4	I use antonyms, synonyms, homophones (to, two, too) and homographs (read) to find word meanings.
2	1.8	Word Analysis, Fluency, and Systematic Vocabulary Development	Use knowledge of prefixes (e.g., <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi-</i> , <i>mis-</i> , <i>dis-</i>) and suffixes (e.g., <i>-er</i> , <i>-est</i> , <i>-ful</i>) to determine the meaning of words.	1.8	I can use prefixes and suffixes to find the meaning of new words.
2	2.5	Reading Comprehension	Distinguish the main idea and supporting details in expository text.	2.5	I can tell the main idea and details from nonfiction books.
2	1.3	Written and Oral English Language Conventions	Identify and use past, present, and future verb tenses properly in writing and speaking.	1.3	I can use verbs correctly in past, present, and future tense.
2	1.4	Written and Oral English Language Conventions	Identify and use subjects and verbs correctly in speaking and writing simple sentences.	1.4	I use subjects and verbs correctly in my writing.
2	1.7	Written and Oral English Language Conventions	Capitalize geographical names, holidays, historical periods, and special events correctly.	1.7	I can capitalize properly.
3	1.6	Word Analysis, Fluency, and Systematic Vocabulary Development	Use sentence and word context to find the meaning of unknown words.	1.6	I can use the paragraph or sentence to figure out what new words mean.
3	3.2	Literary Response and Analysis	Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	3.2	I understand basic plots from stories around the world.

3	1.5	Written and Oral English Language Conventions	Punctuate dates, city and state, and titles of books correctly.	1.5	I punctuate dates, city and state, and titles of books correctly.
3	1.6	Written and Oral English Language Conventions	Use commas in dates, locations, and addresses and for items in a series.	1.6	I use commas correctly.
3	1.8	Written and Oral English Language Conventions	Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).	1.8	I can correctly spell one-syllable words that have blends; contractions, compound words, and homophones.
3	2.1*	<i>Writing Applications (Genres and Their Characteristics)</i>	<i>Write narratives:</i> <i>a. Provide a context within which an action takes place.</i> <i>b. Include well-chosen details to develop the plot.</i> <i>c. Provide insight into why the selected incident is memorable.</i>	2.1	<i>I can write a story with action, plot, details and a reason for importance about myself.</i>
4	1.5	Word Analysis, Fluency, and Systematic Vocabulary Development	Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/ mammal/ animal/ living things</i>).	1.5	I can use third grade vocabulary words correctly.
4	3.4	Literary Response and Analysis	Determine the underlying theme or author's message in fiction and nonfiction text.	3.4	I can figure out the theme or author's message in fiction or nonfiction.
4	1.2	Written and Oral English Language Conventions	Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.	1.2	I can find and use subjects, verbs, pronouns, adjectives, and articles correctly.
4	1.4	Writing Strategies	Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	1.4	I can revise and improve my writing using a rubric.
4	2.2*	<i>Writing Applications (Genres and Their Characteristics)</i>	<i>Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</i>	2.2	<i>I can write detailed descriptions of people, places, things, or experiences.</i>

*Italicized standards may not be included in the Edusoft benchmark assessment, but will be included in the state STAR testing in the spring.