

**BENCHMARK REPORT**  
**ENGLISH LANGUAGE ARTS**  
**GRADE 3**



THE ROMAN CATHOLIC  
**DIOCESE OF PHOENIX**

DOMAIN: Reading Standards for Literature			
Code:	Strand: <i>Key Ideas and Details</i>	Rating	Completed
<b>3RL1</b>	<b>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b>	Priority	
3RL1a	Locate explicit key details in a story, drama, or poem by asking questions to enhance understanding		
3RL1b	Predict events and actions based on prior knowledge and text features		
3RL1c	Respond to questions about explicit details related to key ideas in a story, drama, or poem		
<b>3RL2</b>	<b>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.</b>	Supporting	
3RL2a	Locate key details in a story, fable, folktale, and myth from diverse cultures		
3RL2b	Develop a key idea or lesson based on explicit details in the text of a story, fable, folktale, and myth from diverse cultures		
3RL2c	Relate key details to a key idea or lesson of a story, fable, folktale, and myth from diverse cultures		
<b>3RL3</b>	<b>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</b>	Priority	
3RL3a	Describe the qualities of characters in a story		
3RL3b	Relate a character's actions to his/her contributions to the sequence of events in a story		
Code:	Strand: <i>Craft and Structure</i>	Rating	
<b>3RL4</b>	<b>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</b>	Supporting	
3RL4a	Differentiate the literal from nonliteral meaning of words and phrases in a story, drama, or poem		
3RL4b	Locate literal language found in a story, drama, or poem		
3RL4c	Locate non-literal language found in a story, drama, or poem		
3RL4d	Distinguish between literal and non-literal words and phrases in a story, drama, or poem		
<b>3RL5</b>	<b>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.</b>	Supporting	
3RL5a	Identify the parts of a story, drama, or poem using appropriate terms		

3RL5b	Describe how the setting, characters, and problem change in successive chapters of a story		
3RL5c	Describe how the setting, characters, and problem change in successive scenes of a drama		
3RL5d	Describe how the setting, characters, and problem change in successive stanzas of a poem		
<b>3RL6</b>	<b>Distinguish their own point of view from that of the narrator or those of the characters.</b>	<b>Supporting</b>	
3RL6a	Compare and contrast own point of view with that of the narrator in a story, drama, or poem		
3RL6b	Compare and contrast own point of view with that of a character in a story, drama, or poem		
<b>Code:</b>	<b>Strand: <i>Integration of Knowledge and Ideas</i></b>	<b>Rating</b>	<b>Completed</b>
<b>3RL7</b>	<b>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).</b>	<b>Supporting</b>	
3RL7a	Use details from an illustration in a text to determine the meaning of specific words in a story		
<b>3RL8</b>	<b>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).</b>	<b>Priority</b>	
3RL8a	Compare and contrast the themes, settings, and plots of stories by the same author		
3RL8b	Compare and contrast the themes, settings, and plots of stories which include the same or similar characters		

#### DOMAIN: Reading Standards: Foundational Skills

<b>Code:</b>	<b>Strand: <i>Phonics and Word Recognition</i></b>	<b>Rating</b>	<b>Complete</b>
<b>3RFS1</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>	<b>Supporting</b>	
3RFS1a	Explain the purpose of common prefixes and suffixes		
3RFS1b	Define the most common prefixes		
3RFS1c	Define the most common derivational suffixes		
3RFS1d	Decode words using common prefixes and derivational suffixes		
3RFS1e	Explain the purpose of Latin suffixes		
3RFS1f	Define the most common Latin suffixes		
3RFS1g	Decode words using the most common Latin suffixes		
3RFS1h	Decode multisyllable words found in a text		
3RFS1i	Read aloud grade-level regularly spelled words found in a text		
3RFS1j	Read aloud grade-level irregularly spelled words found in a text		
3RFS1k	Apply knowledge of the following common spelling patterns to read words: that drop the final e and add endings such as -ing, -ed, or -able with final consonants that need to be doubled when adding and ending that requires changing the final y to i the end in -tion, -sion complex word families that include common prefixes, suffixes and root words		

Code:	Strand: <i>Fluency</i>	Rating	Completed
<b>3RFS2</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>	Supporting	
3RFS2a	Read on-level text fluently with purpose and understanding		
3RFS2b	Read aloud grade-level prose and poems with increasing rate on successive readings		
3RFS2c	Read aloud grade-level prose and poems with increasing accuracy on successive readings		
3RFS2d	Read aloud grade-level prose and poems with increasing expression on successive readings		
3RFS2e	Use punctuation to facilitate expression while reading prose and poetry aloud		
3RFS2f	Read aloud grade-level text with increasing automaticity on successive readings		
3RFS2g	Determine the meaning of words in a text by using context		
3RFS2h	Use context to self-correct words that are misread by rereading a text		
3RFS2i	Use context to confirm word recognition in a text		
3RFS2j	Use context to self-correct words that are not recognized by rereading a text		

#### DOMAIN: Reading Standards for Informational Text

Code:	Strand: <i>Key Ideas and Details</i>	Rating	Completed
<b>3RIT1</b>	<b>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b>	Priority	
3RIT1a	Locate key details in a multi paragraph informational text by asking questions to enhance understanding		
3RIT1b	Cite explicit details and examples that answer questions about key ideas in a multi paragraph informational text		
3RIT1c	Recognize the distinguishing features of a paragraph, example indentation of first word, topic sentence supporting sentences, concluding sentences		
3RIT1d	Locate specific information by using organization features examples: title, table of contents, heading, captions, bold print, key words, glossary, indices, italicals, key words and expository texts		
<b>3RIT2</b>	<b>Determine the main idea of a text; recount the key details and explain how they support the main idea.</b>	Priority	
3RIT2a	Develop the main idea of a multi paragraph informational text		
3RIT2b	Locate key details in a multi paragraph informational text		
3RIT2c	Relate key details to the key idea of a multi paragraph informational text		
<b>3RIT3</b>	<b>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.</b>	Supporting	

3RIT3a	Analyze the relationship between a sequence of historical events in an informational text		
3RIT3b	Analyze the relationship between a set of scientific ideas/concepts in an informational text		
3RIT3c	Analyze the relationship between multiple steps of a technical procedure in an informational text		
3RIT3d	Use reading strategies example: drawing conclusions, cause and effect, making inferences, sequencing to comprehend text		
3RIT3e	Distinguish cause and effect		
3RIT3f	Interpret details from functional text for a specific purpose, example: follow directions, to solve problems, to perform procedures, to answer questions		
<b>Code:</b>	<b>Strand: <i>Craft and Structure</i></b>	<b>Rating</b>	<b>Completed</b>
<b>3RIT4</b>	<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b>	<b>Priority</b>	
3RIT4a	Determine the meaning of academic words and phrases from an informational text		
3RIT4b	Determine the meaning of domain specific words and phrases from an informational text		
<b>3RIT5</b>	<b>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</b>	<b>Priority</b>	
3RIT5a	Locate information for a specific topic by using key features of an informational text		
3RIT5b	Locate information for a specific topic in an informational text by using search tools		
<b>3RIT6</b>	<b>Distinguish their own point of view from that of the author of a text.</b>	<b>Supporting</b>	
3RIT6a	Compare and contrast own point of view with that of the author of an informational text		
3RIT6b	Identify persuasive vocabulary, example: emotions words used to influence readers perspective		
<b>Code:</b>	<b>Strand: <i>Integration of Knowledge and Ideas</i></b>	<b>Rating</b>	<b>Completed</b>
<b>3RIT7</b>	<b>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).</b>	<b>Priority</b>	
3RIT7a	Use details from an illustration and words in an informational text to create meaning		
<b>3RIT8</b>	<b>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</b>	<b>Priority</b>	
3RIT8a	Analyze how sentences are logically related to a paragraph in an informational text		
3RIT8b	Make relevant connections, example: relationships, cause/effect and comparison between earlier events and later events in text		

<b>3RIT9</b>	<b>Compare and contrast the most important points and key details presented in two texts on the same topic.</b>	<b>Supporting</b>	
3RIT9a	Compare and contrast key ideas and details presented by authors of two informational texts on the same topic		
<b>DOMAIN: Writing Standards</b>			
<b>Code:</b>	<b>Strand: <i>Text Types and Purposes</i></b>	<b>Rating</b>	<b>Completed</b>
<b>3W1</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons.</b>	<b>Supporting</b>	
3W1a	Introduce a topic or text when writing an opinion piece		
3W1b	State an opinion about a topic or text when writing an opinion piece		
3W1c	Create an organizational structure that uses lists of reasons when writing an opinion piece		
3W1d	Support an opinion with reasons when writing an opinion piece		
3W1e	Link words and phrases to connect opinions and reasons when writing an opinion piece		
3W1f	Develop a concluding statement or section when writing an opinion piece		
<b>3W2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>	<b>Supporting</b>	
3W2a	Introduce a topic when writing an informative/explanatory text		
3W2b	Group related information together when writing an informative/explanatory text		
3W2c	Include illustrations to aid comprehension when writing an informative/explanatory text		
3W2d	Develop a topic with facts, definitions, and details when writing an informative/explanatory text		
3W2e	Link words and phrases to connect ideas within categories of information when writing an informative/explanatory text		
3W2f	Write a concluding statement or section when writing an informative/explanatory text		
<b>3W3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>	<b>Priority</b>	
3W3a	Introduce a narrator and/or characters when writing a narrative		
3W3b	Organize an event into sequences that unfold naturally when writing a narrative		
3W3c	Orient the reader by establishing a situation when writing a narrative		
3W3d	Develop events and experiences when writing a narrative		
3W3e	Show the response of characters to situations when writing a narrative		
3W3f	Use temporal words and phrases to signal event order when writing a narrative		
3W3g	Create a sense of closure when writing a narrative		

Code:	Strand: <i>Production and Distribution of Writing</i>	Rating	Completed
3W4	<b>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.)</b>	Supporting	
3W4a	Produce writing in which the development and organization are appropriate to task and purpose		
3W5	<b>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.)</b>	Supporting	
3W5a	Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach		
3W6	<b>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.</b>	Supporting	
3W6a	Use technology to produce and publish writing		
3W6b	Use technology to collaborate with peers when producing and publishing writing		
Code:	Strand: <i>Research to Build and Present Knowledge</i>	Rating	Completed
3W7	<b>Conduct short research projects that build knowledge about a topic.</b>	Priority	
3W7a	Conduct short research projects that create new knowledge about a topic		
3W8	<b>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</b>	Supporting	
3W8a	Recall information from one's own experience to include in a short research project		
3W8b	Gather information from print and digital sources to include in a short research project		
3W8c	Take brief notes on each source of information for use in a short research project		
3W8d	Categorize sources of information and evidence for use in a short research project		
<b>DOMAIN: Speaking and Listening Standards</b>			
Code:	Strand: <i>Comprehension and Collaboration</i>	Rating	Completed
3SL1	<b>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 others' ideas and expressing their own clearly.</b>	Supporting	
3SL1a	Prepare for a group discussion by studying required material		
3SL1a	Use discussion preparation and other knowledge to articulate ideas		

	during a group discussion		
3SL1b	Follow agreed-upon rules for a group discussion about grade 3 topics and texts		
3SL1c	Ask questions during a group discussion to check understanding of information provided		
3SL1d	Ask questions during a group discussion to link comments to the remarks of others		
3SL1e	Explain own ideas clearly during a group discussion		
3SL1f	Can clear away distractions and begin to use focused listening		
3SL1g	Listen when teachers or peers read or speak		
3SL1h	Address a specific problem in a group by specifying the goals, devising alternative solutions considering the risks of each, and choosing the best course of action with some guidance		
3SL1i	Use verbal courtesies with little prompting		
3SL1j	Follow rules of conversation in a courtesy manner		
3SL1k	Communicate physical and emotional needs in an appropriate manner		
3SL1l	Maintains subject line in conversation		
3SL1m	Participates appropriately during cooperative learning activities		
3SL1n	Listen and respond to oral direction		
3SL1o	Listen and respond to another person in conversation		
3SL1p	Listen and respond to a variety of media		
3SL1q	Ask appropriate questions for clarification and understanding		
3SL1r	Can filter unimportant information from important information		
3SL2	<b>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.</b>	Supporting	
3SL2a	Determine a main idea and the details that support a point from information presented orally		
3SL2b	Determine a main idea and details that support a point from information presented in diverse media and formats		
3SL3	<b>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</b>	Supporting	
3SL3a	Ask questions about information presented by a speaker		
3SL3b	Answer questions about information presented by a speaker by elaborating and providing additional details		
Code:	<b>Strand: Presentation of Knowledge and Ideas</b>	Rating	Completed
3SL4	<b>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.</b>	Supporting	
3SL4a	Present orally on a topic or text with appropriate facts and relevant, descriptive details		
3SL4b	Tell a story orally with appropriate facts and relevant, descriptive		

	details		
3SL4c	Speak clearly at an understandable pace when making an oral presentation		
3SL4d	Use descriptive accurate language		
3SL4e	Participate in role playing and creative dramatics		
3SL4f	Interpret visual clues and cartoons, graphs, tables, charts that enhance the comprehension of text		
3SL4g	Plan and present a report using two or more visual media		
3SL4h	Present research information relating facts, details, examples, and descriptions that support the main idea		
3SL5	<b>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.</b>	Supporting	
3SL5a	Speak fluidly and at an understandable pace when recording an oral presentation using audio recording technology		
3SL5b	Use technology correctly		
3SL5c	Emphasize facts or details by adding visual displays to an oral presentation		
3SL6	<b>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.)</b>	Supporting	
3SL6a	Produce complete sentences when appropriate to task and situation when giving an oral presentation		
3SL6b	Provide requested details or clarifications when making an oral presentation		
3SL6c	Use effective vocabulary and logical organization to relate or summarize ideas events and other information		
3SL6d	Paraphrase information shared orally by others		
3SL6e	Begins to use language nuances		
3SL6f	Give multiple step directions		
3SL6g	Use appropriate voice level, phrasing and intonation for given situations		
3SL6h	Choose appropriate speed when addressing different audiences		

#### DOMAIN: Language Standards

Code:	Strand: <i>Conventions of Standard English</i>	Rating	Completed
3L1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	Supporting	
3L1a	Define the general function of nouns, pronouns, verbs, adjectives, and adverbs		
3L1b	Construct regular plural nouns		
3L1c	Use regular plural nouns when speaking or writing		
3L1d	Construct irregular plural nouns		
3L1e	Use irregular plural nouns when speaking or writing		

e3L1f	Use abstract nouns when speaking or writing		
3L1g	Construct regular verbs		
3L1h	Use regular verbs when speaking or writing		
3L1i	Construct irregular verbs		
3L1j	Use irregular verbs when speaking or writing		
3L1k	Construct simple verbs tenses		
3L1l	Use simple verbs tenses when speaking or writing		
3L1m	Use subject-verb agreement when speaking or writing		
3L1n	Use pronoun-antecedent agreement when speaking or writing		
3L1o	Construct comparative and superlative modifiers		
3L1p	Use comparative and superlative modifiers when speaking or writing		
3L1q	Use coordinating and subordinating conjunctions when writing		
3L1r	Construct simple, compound, and complex sentences		
<b>3L2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	<b>Priority</b>	
3L2a	Capitalize appropriate words in titles when writing		
3L2b	Use commas in addresses and dialogue when writing		
3L2c	Use commas and quotation marks when writing a dialogue		
3L2d	Construct possessives		
3L2e	Use possessives when writing		
3L2f	Use conventional spelling for high frequency and familiar words		
3L2g	Add suffixes to base words when writing		
3L2h	Apply spelling patterns and generalizations when writing words		
3L2i	Spell words correctly when writing by consulting reference materials		
<b>Code:</b>	<b>Strand: Knowledge of Language</b>	<b>Rating</b>	<b>Completed</b>
<b>3L3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>	<b>Supporting</b>	
3L3a	Use words and phrases for effect when writing or speaking		
3L3b	Recognize the differences between the conventions of spoken and written standard English		
3L3c	Apply the conventions of standard English when writing or speaking		
<b>Code:</b>	<b>Strand: Vocabulary Acquisition and Use</b>	<b>Rating</b>	<b>Completed</b>
<b>3L4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>	<b>Priority</b>	
3L4a	Determine the meaning of a word or phrase by using sentence-level context clues		
3L4b	Determine the meaning of a new word which combines a known affix to a known word		
3L4c	Determine the meaning of an unknown word by using a known root word as a clue		

3L4d	Clarify the precise meaning of a word or phrase by using a print and digital reference tool		
<b>3L5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>	<b>Supporting</b>	
3L5a	Differentiate between the literal and nonliteral meanings of words and phrases in context		
3L5b	Identify real-life connections between words and their uses		
3L5c	Distinguish between the meaning of words that describe degrees of certainty		
<b>3L6</b>	<b>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).</b>	<b>Supporting</b>	
3L6a	Use conversational words and phrases accurately		
3L6b	Use general academic words and phrases accurately		
3L6c	Use domain-specific words and phrases accurately		