

Power Standards and Benchmarks Grade 3

Language Arts Standard: Students will be able to apply reading, writing, speaking and listening skills to communicate effectively.

Reading Power Standard: Students will be able to read, analyze, and understand a variety of literary and informational texts for varied purposes.

Reading Power Benchmark 1: Demonstrates accuracy and fluency when reading grade appropriate text

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Reads grade level materials accurately	<ul style="list-style-type: none"> • Accuracy • Independent • Instructional • Frustration • Self-correction • Sight words • High frequency words • Automaticity • Monitoring • Prior knowledge 	<ul style="list-style-type: none"> • Able to read with at least 95 % accuracy • Reading rate at the 50th percentile or higher on Hasbrouck Fluency Table • Uses self-monitoring and self-correcting strategies 	<ul style="list-style-type: none"> • <i>Fluency</i> by Jerry Johns • Guided Reading books • Reading Curriculum Guide • <i>Guiding Readers and Writers</i> by Fountas and Pinnell • Assessment: Running Records • Assessment: Fluency (Accuracy)
b. Reads with fluency	<ul style="list-style-type: none"> • Fluency • Prosody (expression, phrasing, intonation) • Punctuation 	<ul style="list-style-type: none"> • Reads independently a wide variety of text and printed materials with expression • Uses 4-5 word phrasing • Recognizes that different print 	<ul style="list-style-type: none"> • Timers • Structured Repeated Reading (SRR) charts

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	<ul style="list-style-type: none"> • Rate • Words per minute (wpm) 	<p>conventions (italics, bold print, labels, captions) are read differently</p> <ul style="list-style-type: none"> • Uses the cues of punctuation to convey meaning • Recognizes that fiction and non-fiction are read differently • Regulates rate according to text 	<ul style="list-style-type: none"> • Readers Theater • Choral Reading • Paired Reading • Tape recorders • <i>Fluency</i> by Jerry Johns • Guided Reading books • Fluency Rubric • Assessment: Fluency(Rate)
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Reading Power Benchmark 2: Uses a variety of comprehension processes

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses the elements of reciprocal teaching (clarifying, questioning, summarizing and predicting)	<ul style="list-style-type: none"> • Predict • Clarify • Question • Summarize • Similarity • Base word • Prefix • Suffix • Synonym 	<ul style="list-style-type: none"> • Makes and supports reasonable predictions • Uses a variety of strategies to clarify meaning • Constructs questions with <i>Right There; Think and Search; Author and Me; and On My Own</i> answers (QAR) • Summarizes text 	<ul style="list-style-type: none"> • Guided Reading books • Reading Curriculum Guide • Think-Alouds • Graphic Organizers • QAR • GIST • Assessments: LAPBA • Assessment: Running Records (Comprehension)
b. Retells stories or parts of stories or books through	<ul style="list-style-type: none"> • Character • Setting 	<ul style="list-style-type: none"> • Notes details; identifies main idea; sequences; identifies characters, setting, 	<ul style="list-style-type: none"> • Story Maps • Retelling Rubric

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<p>oral or written tasks</p>	<ul style="list-style-type: none"> • Main idea • Events • Sequence • Details • Problem • Solution • Retell • Cause and effect • Descriptive • Compare and contrast • Timeline • Evidence 	<p>events, problems, and solutions; makes inferences and draws conclusions</p> <ul style="list-style-type: none"> • Retells stories • Completes a story map • Uses text structure to understand non-fiction 	<ul style="list-style-type: none"> • Graphic Organizers • Guided Reading books • Reading Curriculum Guide • Current events magazines • Think-Alouds • Read-Alouds • Assessment: LABPA (Comprehension) • Assessment: ITBS • Assessment: Benchmark
<p>c. Responds to text in a variety of ways (oral, written, artistic, movement) to show comprehension</p>	<ul style="list-style-type: none"> • Understanding • Characters • Story elements • Extend • Cause and effect • Events • Visualize • Compare and contrast • Text to self • Text to text • Text to world 	<ul style="list-style-type: none"> • Creates artwork and a written response to show comprehension • Extends the story • Shares information from text through written or oral tasks • Describes new information gained from the text • Creates visualizations from the text • Compares and contrasts various texts, authors and genres • Identifies a cause and effect of an event • Identifies the author's purpose • Makes connections between one text and another, between text and self, and between text and the world 	<ul style="list-style-type: none"> • Guided Reading books • Reading Curriculum Guides • Read-Alouds • Think-Alouds • Graphic Organizers • Assessment: Running Records (Comprehension) • Assessment: ITBS • Assessment: LAPBA • Assessment: Benchmark

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d. Locates important information in text	<ul style="list-style-type: none"> • Skim • Scan • Paraphrase • Table of Contents • Index • Diagrams • Charts • Graphs • Captions • Timelines 	<ul style="list-style-type: none"> • Can skim, scan, and paraphrase text • Supports answers with proof from text • Tells why something happens and supports answer • Uses table of contents/index • Uses diagrams, charts, graphs, captions and timelines 	<ul style="list-style-type: none"> • Guided Reading books • Current events magazines • Newspapers • Atlas • Reference materials • Internet • Assessment: ITBS • Assessment: Benchmark
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Reading Power Benchmark 3: Demonstrates the ability to learn new vocabulary to increase comprehension of texts

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses a variety of strategies to gain and apply meaning of unfamiliar words	<ul style="list-style-type: none"> • Definition • Context • Glossary • Base word • Affix • Prefix • Suffix 	<ul style="list-style-type: none"> • Uses base words, prefixes, and suffixes to construct meaning for unfamiliar words • Uses context to determine meaning • Uses prior knowledge • Uses dictionary/glossary to find meaning • Applies new word in a different context 	<ul style="list-style-type: none"> • Self-selected Reading with conferences • Dictionary • Read-Alouds • Think-Alouds • Assessment: LABPA (Comprehension) • Assessment: ITBS • Assessment: Benchmark

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Writing Power Standard: Students will be able to use the writing process and apply a working knowledge of the English language to write for a variety of purposes.

Power Benchmark 1: Uses the Five-step Writing process

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses the five-step writing process (pre-write, draft, revise, edit, publish)	<ul style="list-style-type: none"> • Paragraph • Topic sentence • Supporting details • Pre-write • Draft • Revise • Edit • Publish • Graphic organizer 	<ul style="list-style-type: none"> • Uses paragraph structure with topic sentence and supporting details • Uses reference materials effectively • Pre-writes with graphic organizer • Writes draft leaving space for revisions • Revises adding details as needed • Varies sentence structure and word usage • Edits using editing marks and checks for correct usage • Publishes in polished form 	<ul style="list-style-type: none"> • Writing Workshop • <i>Guiding Readers and Writers</i> by Fountas and Pinnell • Dictionary • Word Bank • Writing Rubric • Computers • Graphic Organizer • Assessment: LAPBA (Writing) • Assessment: Benchmark

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Power Benchmark 2: Varies writing according to purpose

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses a variety of forms to write for different purposes	<ul style="list-style-type: none"> • How-to • Sequence • Salutation • Closing • Summary • Character • Plot • Appreciation • Presearch • Search • Interpretation • Communication • Evaluation • Rhyming • Narrative • Stanza 	<ul style="list-style-type: none"> • Writes “how-to” article including introduction, materials needed, and procedure • Uses format for friendly letter, thank-you, or invitation • Writes original story with story structure (character, setting, plot, beginning, middle, end) • Writes book report with summary and reaction • Writes response to literature • Writes short research report using the Pathways model • Creates a variety of poetry forms • Uses reference materials 	<ul style="list-style-type: none"> • Writing Workshop • Graphic Organizers • <i>Pathways to Understanding</i> Research Model • Media Specialist • TAG teacher • Reading Specialist • Internet • Library books/materials • Poetry books • Thesaurus • Assessment: LAPBA (Writing) • Assessment: Benchmark

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Writing Power Benchmark 3: Applies language conventions in writing

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses conventions of print	<ul style="list-style-type: none"> • Cursive • Legible • Spacing • Letter Formation 	<ul style="list-style-type: none"> • Writes legibly using Manuscript or Cursive handwriting • Uses appropriate spacing 	<ul style="list-style-type: none"> • Letter formation cards • Assessment: LABPA (Writing) • Assessment: Benchmark
b. Uses grammatical structure in written work	<ul style="list-style-type: none"> • Noun • Verb • Adjective • Adverb • Pronoun 	<ul style="list-style-type: none"> • Uses nouns correctly: singular, plural, common, proper • Uses verbs correctly: linking, action, showing agreement with subject • Uses adjective to describe nouns • Uses adverbs to describe verbs 	<ul style="list-style-type: none"> • Writing Workshop • Writing Rubrics • Assessment: LAPBA (Writing) • Assessment: Benchmark
b. Spells grade appropriate words correctly	<ul style="list-style-type: none"> • Fluency Words • Base word • Prefix • Suffix • Syllable 	<ul style="list-style-type: none"> • Spells unfamiliar words using phonetic strategies • Uses structural analysis (word parts, prefixes, suffixes, base words) to write words • Spells grades one, two and three fluency words correctly • Uses spelling patterns to spell unknown words 	<ul style="list-style-type: none"> • Writing Workshop • Writing Rubrics • Assessment: LAPBA (Writing) • Assessment: Weekly/Unit Assessments • Assessment: Benchmark
c. Uses capitalization and punctuation	<ul style="list-style-type: none"> • Exclamation point • Quotation 	<ul style="list-style-type: none"> • Uses capital letter for beginning of sentence, proper nouns and titles • Uses end punctuation correctly 	<ul style="list-style-type: none"> • Writers Workshop • Writing Rubric

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	<ul style="list-style-type: none"> mark • Conjunction • Possessive • Apostrophe • Comma • Contraction 	<ul style="list-style-type: none"> • Uses commas in series; in compound sentences before the conjunction, nouns of address, nouns of apposition, between city and state, and in dates • Uses quotation marks for speech and titles • Uses apostrophes in contractions and possessives 	<ul style="list-style-type: none"> • Assessment: LAPBA (Writing) • Assessment: Benchmark
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Communication Power Standard: Students will be able to use speaking, listening strategies and technological tools to support self-directed learning, and to share/receive information to work with diverse groups in a variety of situations.

Communication Power Benchmark 1: Communicates effectively using speaking, listening and technology skills

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses speaking skills to communicate effectively	<ul style="list-style-type: none"> • Eye contact • Topic • Details • Volume • Expression 	<ul style="list-style-type: none"> • Speaks clearly • Maintains eye contact with the audience • Stays on topic • Tells events in sequence • Plans and organizes thought before sharing • Uses appropriate volume and expression 	<ul style="list-style-type: none"> • Speaking Rubric • Community Circle • Assessment: LAPBA
b. Uses listening skills to communicate effectively	<ul style="list-style-type: none"> • Active listening • Body Basics • Relevant 	<ul style="list-style-type: none"> • Uses active listening • Follows oral directions • Asks thoughtful questions or gives responses relevant to the topic 	<ul style="list-style-type: none"> • Listening Rubric • School Counselor • Community Circle • Assemblies • Assessment: LAPBA
c. Uses technology skills	<ul style="list-style-type: none"> • Keyboarding 	<ul style="list-style-type: none"> • Applies keyboarding skills in a word 	<ul style="list-style-type: none"> • Keyboarding program

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to communicate effectively	<ul style="list-style-type: none"> • Spreadsheet • Internet • Website • Word processing 	processing program <ul style="list-style-type: none"> • Uses a pre-designed spreadsheet • Uses pre-selected internet sites for research 	<ul style="list-style-type: none"> • District pre-designed spreadsheet • Media Specialist • TAG teacher • <i>Pathways to Knowledge</i> Research Model
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