

District 89

Third Grade Literacy Benchmarks

A District 89 student in Third Grade demonstrates skills learned in Kindergarten and First Grade, secures skills learned in Second Grade and . . .

Word Analysis and Vocabulary

- Uses a variety of decoding strategies, such as: word patterns and structural analysis (base words, suffixes, and prefixes) to recognize new words.
- Uses context clues and word patterns to recognize the meaning of new words.
- Uses base words, suffixes, and prefixes (/un/, /pre/, /ful/, /less/, /ment/) to determine the meaning of new words.
- Uses a variety of resources to clarify meanings of unfamiliar words (dictionary, glossary, and thesaurus).
- Recognizes the high frequency words on the District 89 Kindergarten – Third Grade lists.
- Knows complex plurals, such as: knives, geese, halves, etc.

Comprehension and Fluency

- Identifies and uses pre-reading strategies to improve comprehension, such as: accessing prior knowledge, questioning, predicting, previewing, and setting purpose.
- Identifies and demonstrates proficient reader strategies to improve comprehension during reading, such as: confirming or modifying predictions, inference (time, place, feelings, and attitudes), and summary.
- Continues using strategies after reading to improve understanding, such as: compare and contrast, conclusion, cause and effect, character traits, setting, events, synthesis, recording evidences from text to support conclusions, and distinguishing fact from opinion.
- Summarizes using main ideas and supporting details from fiction and nonfiction texts.
- Uses information from simple tables, maps, charts, and other visuals to increase comprehension.
- Checks and clarifies for understanding, such as: rereads, reads ahead, uses visual and context clues.
- Identifies the sequence of steps in an explanation or a set of directions.
- Reads aloud with expression, accuracy, appropriate intonation, with attention to punctuation, dialogue, verbal clues, and rate, in a manner that enhances comprehension
- Reads longer fictional selections and chapter books independently for more than 20 minutes.

Writing and Spelling

- Uses all stages of the writing process with guidance, such as: prewriting, drafting, revising, editing, and publishing to develop paragraphs with focus, organization, elaboration, and integration.
- Constructs complete sentences to express ideas, thoughts, and feelings.
- Develops well-organized paragraph(s) using proper form. such as: topic sentence, supporting details, summary/conclusion sentence.
- Uses standard written English, including appropriate capitalization, punctuation, and subject/verb agreement.
- Experiments with different forms of creative writing, such as: song, poetry, short fiction, nonfiction.
- Uses a range of vocabulary words to describe events, feeling, and objects.
- Writes for a variety of purposes including narrative, persuasive, expository essays and extended responses to literature.
- Presents and discusses own writing with other students.

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- Responds constructively to other students' compositions.
- Uses knowledge of letter-sound relationships and word patterns to spell unfamiliar words.
- Spells the District 89 high frequency words on the Kindergarten – Third Grade lists and previously learned spelling words correctly in written work.

Listening and Speaking

- Listens actively and attentively in whole class and small group activities, demonstrated by body language, eye contact, and controlled responses.
- Participates actively in class discussions by adding related personal experiences and relevant information.
- Formulates relevant and focused questions.
- Demonstrates respect for other participants and their ideas.
- Uses appropriate grammar, word choice, and pacing to express ideas clearly and creatively in an organized fashion.
- Tells or retells a story with detail and appropriate sequencing.
- Speaks in a clear, audible voice.