





*Lake Elsinore Unified School District*  
**District Common Assessment Standards Schedule 2007-2008**  
**GRADE 3 ENGLISH-LANGUAGE ARTS**

(Based on the California State Standards CST Blueprints - adopted by the State Board of Education 10/02)

<b><u>Assessment Schedule:</u></b>		
 = Before October 31, 2007	 = Before February 14, 2008	
 = Before December 7, 2007	 = Before April 3, 2008	
CALIFORNIA CONTENT STANDARDS	# of Items on CST	% of CST
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b> Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	20	31%
1.1 <b>Decoding and Word Recognition:</b> know and use complex word families when reading (e.g., -ight) to decode unfamiliar words	2	
1.2 <b>Decoding and Word Recognition:</b> decode regular multisyllabic words	2	
1.3 <b>Decoding and Word Recognition:</b> read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression	NA*	
1.4 <b>Vocabulary and Concept Development:</b> use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words	4	
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1.5 <b>Vocabulary and Concept Development:</b> demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things)	2	

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CALIFORNIA CONTENT STANDARDS	# of Items on CST	
1.6 <b>Vocabulary and Concept Development:</b> use sentence and word context to find the meaning of unknown words	4	
1.6 <b>Vocabulary and Concept Development:</b> use sentence and word context to find the meaning of unknown words	4	
1.7 <b>Vocabulary and Concept Development:</b> use a dictionary to learn the meaning and other features of unknown words	2	
1.7 <b>Vocabulary and Concept Development:</b> use a dictionary to learn the meaning and other features of unknown words	2	
1.8 <b>Vocabulary and Concept Development:</b> use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words	4	
1.8 <b>Vocabulary and Concept Development:</b> use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words	4	
1.8 <b>Vocabulary and Concept Development:</b> use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words	4	
<b>2.0 READING COMPREHENSION:</b> Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.	15	23%
2.1 <b>Structural Features of Informational Materials:</b> use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text	2	

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CALIFORNIA CONTENT STANDARDS	# of Items on CST	
2.1 <b>Structural Features of Informational Materials:</b> use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text	2	
2.2 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> ask questions and support answers by connecting prior knowledge with literal information found in, and <del>inferred from,</del> the text	2	
2.2 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from the text	2	
2.3 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> demonstrate comprehension by identifying answers in the text	2	
2.3 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> demonstrate comprehension by identifying answers in the text	2	
2.4 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> recall major points in the text and make and modify predictions about forthcoming information	2	
2.5 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> distinguish between main idea and supporting details in expository text – <i>shorter passage</i>	2	
2.5 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> distinguish between main idea and supporting details in expository text – <i>longer passage</i>	2	
2.6 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> extract appropriate and significant information from the text, including problems and solutions	3	
2.6 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> extract appropriate and significant information from the text, including problems and solutions	3	
2.7 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game) – <i>simple steps</i>	2	
2.7 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game) – <i>complex steps</i>	2	

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CALIFORNIA CONTENT STANDARDS	# of Items on CST	% of CST
<b>3.0 LITERARY RESPONSE AND ANALYSIS:</b> Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, characters). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.	8	12%
<b>3.1 Structural Features of Literature:</b> distinguish common forms of literature (e.g., poetry, drama, fiction, non-fiction)	1	
<b>3.1 Structural Features of Literature:</b> distinguish common forms of literature (e.g., poetry, drama, fiction, non-fiction)	1	
<b>3.2 Narrative Analysis of Grade-Level-Appropriate Text:</b> comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world	2	
<b>3.2 Narrative Analysis of Grade-Level-Appropriate Text:</b> comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world	2	
<b>3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> determine what characters are like by what they say or do and by how the author or illustrator portrays them	2	
<b>3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> determine what characters are like by what they say or do and by how the author or illustrator portrays them	2	
<b>3.4 Narrative Analysis of Grade-Level-Appropriate Text:</b> determine the underlying theme or author’s message in fictional and non-fiction text	1	
<b>3.4 Narrative Analysis of Grade-Level-Appropriate Text:</b> determine the underlying theme or author’s message in fictional and non-fiction text	1	
<b>3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> recognize the similarities of sounds in words and rhythmical patterns (e.g., alliteration, onomatopoeia) in a selection	1	
<b>3.6 Narrative Analysis of Grade-Level-Appropriate Text:</b> identify the speaker or narrator in a selection	1	

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CALIFORNIA CONTENT STANDARDS	# of Items on CST	% of CST
<b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.</b>	<b>13</b>	<b>20%</b>
<b>1.1 Sentence Structure:</b> understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking	<b>1</b>	
<b>1.2 Grammar:</b> identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking	<b>1</b>	
<b>1.3 Grammar:</b> identify and use past, present, and future verb tenses properly in writing and speaking	<b>1</b>	
<b>1.4 Grammar:</b> identify and use subjects and verbs correctly in speaking and writing simple sentences	<b>2</b>	
<b>1.4 Grammar:</b> identify and use subjects and verbs correctly in speaking and writing simple sentences	<b>2</b>	
<b>1.5 Punctuation:</b> punctuate dates, city and state, and titles of books correctly	<b>2</b>	
<b>1.6 Punctuation:</b> use commas in dates, locations, and addresses and for items in a series	<b>1</b>	
<b>1.7 Capitalization:</b> capitalize geographical names, holidays, historical periods, and special events correctly	<b>2</b>	
<b>1.7 Capitalization:</b> capitalize geographical names, holidays, historical periods, and special events correctly	<b>2</b>	
<b>1.8 Spelling:</b> spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and common homophones (e.g., hair-hare)	<b>2</b>	
<b>1.8 Spelling:</b> spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and common homophones (e.g., hair-hare)	<b>2</b>	
<b>1.9 Spelling:</b> arrange words in alphabetical order	<b>1</b>	

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<b>1.0 WRITING STRATEGIES:</b> Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., pre-writing, drafting, revising, editing successive versions).	9	14%
<b>1.1 Organization and Focus:</b> create a single paragraph that		
a) develops a topic sentence	1	
<b>1.1 Organization and Focus:</b> create a single paragraph that		
b) includes simple supporting facts and details	2	
<b>1.1 Organization and Focus:</b> create a single paragraph that		
a) develops a topic sentence		
b) includes simple supporting facts and details	2	
<b>1.2 Penmanship:</b> write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence	NA*	
<b>1.3 Research &amp; Technology:</b> understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia)	3	
<b>1.3 Research &amp; Technology:</b> understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia)	3	
<b>1.4 Evaluation and Revision:</b> revise drafts to improve the coherence and logical progression of ideas by using an established rubric	3	
<b>1.4 Evaluation and Revision:</b> revise drafts to improve the coherence and logical progression of ideas by using an established rubric	3	
<b>TOTALS</b>	<b>65</b>	<b>100%</b>