**Academic Language – Grade 3 (2014)**

**(From SBAC Practice Test Scoring Guide 2014 for Grade 3)**

| **G** | **DOK** | **STD. #** | **Standard** | **Question** |
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| 3 | 1 | L-1,L-2, L-3.b | To complete this task, students must identify the subject-verb agreement error.  | Which of the following sentences has an error in grammar usage? |
| 3 | 1 | L-2 | The student will apply or edit the use of spelling in a text.  | Choose that contains a spelling error. |
| 3 | 3 | L-5 | The student will analyze the impact of word choice on reader interpretation of a text.  | Why did the author use the phrase “\_\_\_\_\_\_” in the sentence? |
| 3 | 3 | L-5 | The student will interpret the literal and non-literal meanings of words and phrases used in context and analyze their use in the text.  | What does the phrase “\_\_\_\_\_\_\_” tell the reader about \_\_\_\_\_\_\_\_(character)? |
| 3 | 2 | L-6 | The student will identify and use the best academic or domain-specific word(s) or phrase(s) to make meaning clear. | The writer wants to replace the underlined word to make her meaning clearer. Which two words would make her word choice better? |
| 3 | 2 | RI-1 | The student will identify text evidence to support a GIVEN conclusion based on the text.  | Many items made from \_\_\_\_\_ are used every day. Pick three from the passage that best support this idea. |
| 3 | 2 | RI-2 | The student will identify a central idea in a text.  | What is the main idea of the paragraph? |
| 3 | 3 | RI-3 | The student will analyze how information reveals the author's point of view within a text. | Choose the sentence that best describes what the information in the paragraph shows about the author’s point of view. |
| 3 | 3 | RI-3 | The student will form a conclusion about an informational text and identify details within the text that support that conclusion.  | Click on the sentence that gives the best conclusion about people who ­­­­­\_\_\_\_\_\_\_\_\_\_\_\_. Click on two sentences that best support your answer in part A. |
| 3 | 1 | RI-4, L.4.a | The student will determine the meaning of a word based on its context in an informational text.  | The authors uses a word that means \_\_\_\_\_\_\_\_\_\_\_\_\_ Click on the word in the paragraph that is closest to that idea. |
| 3 | 3 | RI-5 | The student will analyze why the author structured elements within the text in a certain manner and the impact of that structure on meaning.  | What is the most likely reason the author used paragraph headings for each part of the passage? |
| 3 | 3 | RI-8 | The student will make an inference about an informational text and identify details within the text that support the inference.  | What inference can be made about why the author includes the \_\_\_\_ in the passage? Support your answer with details from the passage. |
| 3 | 2 | RL-1 | The student will identify text evidence to support a GIVEN conclusion based on the text.  | Click the two details that best support this conclusion. |
| 3 | 2 | RL-2 | The student will determine a main idea of a text.  | Which sentence best describes the lesson of the passage? Part B: Which sentence best supports your answer? |
| 3 | 2 | RL-2 | The student will identify and sequence key events in a text.  | Arrange the events from the passage in the order in which the happen. |
| 3 | 3 | RL-3 | The student will make an inference about a literary text and identify details within the text that support that inference.  | What inference can be made about the author’s message about animals? Include information from the passage to support your answer. |
| 3 | 2 | RL-4 | The student will determine the meaning of a word or phrase based on its context in a literary text.  | What does the word \_\_\_\_\_\_\_\_ most likely mean? |
| 3 | 3 | RL-5 | The student will analyze why the author structured elements within the text in a certain manner and the impact of that structure on meaning.  | Why is including dialogue important to understanding the passage? Pick three choices. |
| 3 | 1 | SL-2 | 1. The student will identify or interpret the purpose, central idea, or key points of a presentation.  | Click in the box next to each type of \_\_\_\_\_ to show which detail it best matches. |
| 3 | 2 | SL-2 | 2. The student will identify the use of supporting evidence in a presentation.  | Which detail in the presentation best supports the idea that the \_\_\_\_\_ is a \_\_\_\_\_\_\_\_? |
| 3 | 1 | SL-2, SL-3 | 1. The student will identify or interpret the purpose, central idea, or key points of a presentation.  | Which statement best describes how \_\_\_\_\_\_\_ use the \_\_\_\_\_.  |
| 3 | 2 | SL-2, SL-3 | 1. The student will identify or interpret the purpose, central idea, or key points of a presentation.  | What is the most likely reason the author made the presentation. |
| 3 | 2 | SL-2, SL-3 | 1. The student will identify or interpret the purpose, central idea, or key points of a presentation.  | Which question can a listener answer after hearing the presentation? |
| 3 | 3 | SL-2, SL-3 | 3. The student will draw and/or support a conclusion based on content in a presentation.  | Which statement is supported by the presentation? Which sentence from the pre4sentation best supports your answer in part A. |
| 3 | 3 | W-1.a | (Organization) The student will use information provided in a stimulus to write organized opinion text by a. Stating an opinion about a topic b. Establishing a context  | The beginning of the student’s essay does not state her opinion. Write an opening paragraph that states her opinion and explains what the topic is about. |
| 3 | 2 | W-2.a | The student will revise informational/explanatory text by identifying improved organizational elements such as a. Introducing a topic b. Stating a main idea.  | Choose the sentence that best introduces the topic of the student’s report. |
| 3 | 2 | W-3.a | (Organization) The student will revise narrative texts by identifying improved narrative organizational elements such as an introduction that establishes a situation. | The first sentence of the story is not the best beginning. Move the groups of sentences so that the group that makes the best beginning comes first. |
| 3 | 2 | W-8 | The parts of the student’s report are listed below. Where in the report should be | The parts of the student’s report are listed below. Where in the report should e student place the information from the source? |
| 3 | 2 | W-8 | The student will analyze digital and print sources in order to locate relevant information to support research.  | A student is writing a report on \_\_\_\_\_. Which source would most likely have information for the report? |
| 3 | 2 | W-8, RI-1 | The student will locate information from a text source to support a central idea or key detail related to research.  | The student took notes and thought of three main ideas for the report. Click on the box to show the main idea that each note best supports. |