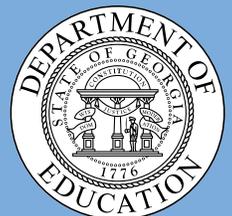# Georgia Milestones

Assessment System

Study/Resource Guide for Students and Parents English Language Arts Grade 3

The Study/Resource Guides are intended to serve as a resource for parents and students. They contain practice questions for English Language Arts. The standards identified in the Study/Resource Guides address a sampling of the state-mandated content standards.

For the purposes of day-to-day classroom instruction, teachers should consult the wide array of resources that can be found at www.georgiastandards.org.

Table of Contents

INTRODUCTION

Please see the *Study/Resource Guide for Students and Parents: Introduction and Overview* document for valuable information about how to use this guide.

DEPTH OF KNOWLEDGE (DOK) EXAMPLE ITEMS

Example items that represent applicable DOK levels are provided for you on the following pages. The items and explanations of what is expected of you to answer them will help you prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Example Item 1

Selected-Response

DOK Level 1: This is a DOK level 1 item because it requires the student to identify the correct comparative form of an irregular adjective.

English Language Arts (ELA) Grade 3 Content Domain II: Writing and Language

Standard: ELAGSE3L1g. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

    g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Read the sentence.

      Ashley plays basketball well, but Tina is _____.

Which word BEST completes the sentence?

A. gooder
B. more good
C. better
D. best

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) better. This is the correct comparative form of an irregular adjective. Choices (A) and (B) are incorrect because they follow the rule for some regular adjectives. Choice (D) is incorrect because it is the superlative form and the comparison is of only two subjects.

Example Items 2 and 3

Read the article and answer example items 2 and 3.

Island Giants

At one time, every continent in the world had giant tortoises. A tortoise is like a turtle, but tortoises live only on land. For many reasons, giant tortoises can now be found only on a few islands. Most of the giant tortoises live on the Galápagos [ga-LA-puh-gus] Islands in the Pacific Ocean. Their numbers have been going down for hundreds of years. But now people are helping them to return.

The Galápagos Islands were named after the many giant Galápagos tortoises that live there. A Galápagos tortoise can grow to be five feet long. It can weigh up to 500 pounds. There are 12 different kinds of these giant animals. The biggest difference is in the shape of their shells. They can have a high, round shell. The shell can also be flatter. Every island in the Galápagos Islands has its own kind of tortoise.

Many of the Galápagos tortoise's problems started with people. Galápagos tortoises like to eat grass. Hundreds of years ago, people brought goats to the Galápagos Islands. The goats ate up so much grass that there was nothing for the tortoises to eat. Also, sailors took the tortoises onto their ships and used them for food.

Around 40 years ago, some people who wanted to help the tortoises took the goats away from the islands. They also brought more tortoises back onto the islands. There are now more Galápagos tortoises than there were 40 years ago. Let's hope the number of these amazing animals continues to grow!

Example Item 2

Selected-Response

DOK Level 2: This is a DOK level 2 item because students must use details to determine the main idea of the text.

English Language Arts (ELA) Grade 3 Content Domain I: Reading and Vocabulary

Genre: Informational

Standard: ELAGSE3RI2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

Which sentence BEST states the main idea of the passage?

A. Though Galápagos tortoises used to live only on some islands, they are now found in many places.
B. People are helping the Galápagos tortoises in many ways so that the number of tortoises is going up.
C. Removing goats from the islands of Galápagos tortoises has helped increase the food supply for tortoises.
D. Galápagos tortoises and turtles are similar, but turtles have not experienced as many problems as tortoises.

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) People are helping the Galápagos tortoises in many ways so that the number of tortoises is going up. The author describes how people have taken away the goats and have brought more tortoises to the islands to try to help increase the tortoise population. Choice (A) is incorrect because the tortoises are not found in many places. Choice (C) is incorrect because it is a supporting detail and not a main idea. Choice (D) is incorrect because it is partly a supporting detail and partly an unsupported inference.

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

Example Item 3

Drag-and-Drop Technology-Enhanced

DOK Level 3: This is a DOK level 3 item because students need to determine how the author uses cause and effect and support that determination with details from the text.

English Language Arts (ELA) Grade 3 Content Domain I: Reading and Vocabulary

Genre: Informational

Standard: ELAGSE3RI8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

➔ Due to the size of the response area, this item has a "Select to Respond" button on the screen. Clicking this button will bring up the response area at full size.

Go on to the next page to finish example item 3.

Example Item 3. *Continued.*

How Author Uses Cause and Effect	Supporting Details
•	• •

Uses of Cause and Effect	Details
The author uses cause and effect to show how tortoises on certain islands grow to look different from tortoises on other islands.	There are 12 different kinds of these giant animals.
The author uses cause and effect to show how people have changed the number of tortoises on the Galápagos Islands.	Every island in the Galápagos Islands has its own kind of tortoise. Galápagos tortoises like to eat grass.
The author uses cause and effect to show how the diet of Galápagos tortoises has changed over time.	Also, sailors took the tortoises onto their ships and used them for food. Around 40 years ago, some people who wanted to help the tortoises took the goats away from the islands.

➲ Use a mouse, touchpad, or touchscreen to move the descriptions below the chart into the boxes in the chart.

Example Item 3. *Continued.*

Scoring Rubric

Points	Description
2	The student correctly fills in both columns (order within each column does not matter).
1	The student correctly fills in the first column or the first column and one bullet from the second column (order within each column does not matter).
0	The student correctly fills in the second column or does not correctly fill in either column.

Exemplar Response

The correct response is shown below.

The correct response for the first column is "The author uses cause and effect to show how people have changed the number of tortoises on the Galápagos Islands." The correct responses for the second column are "Also, sailors took the tortoises onto their ships and used them for food." and "Around 40 years ago, some people who wanted to help the tortoises took the goats away from the islands." These are the correct responses because the article focuses on explaining how the actions of people over time have impacted the number of tortoises on the Galápagos Islands. The details about sailors using tortoises as food and people taking goats from the island to help the tortoises support this use of cause and effect. NOTE: The order within each column does not matter.

Example Item 4

Extended Writing-Response

DOK Level 4: This is a DOK level 4 item because it requires students to connect information and write a response.

English Language Arts (ELA) Grade 3 Content Domain II: Writing and Language

Genre: Informational

Standards:
ELAGSE3W2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ELAGSE3L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

This section of the test assesses your skill to comprehend reading passages and use information from the passages to write an informational piece.

Before you begin writing your piece, you will read two passages.

As you read the passages, think about details you may use in an informational piece about roller skates.

These are the titles of the passages you will read:

1. The History of Roller Skates
2. The Skates in the Closet

The History of Roller Skates

Joseph Merlin was a French man who liked to make new things. He also liked to ice skate. In 1760, he decided to try to make skates that could go on dry land. He put wheels on a pair of boots. Those were the first roller skates. He wore them to a party to show them to people. He couldn't stop his skates. He crashed into a mirror!

Over the years, roller skates went through many changes. One big change was made in 1863. A man named James Plimpton made a very useful kind of roller skates. These skates had four wooden wheels. Two were attached next to each other near the toe. Two wheels were put next to each other near the heel. This made them easier to control. These skates were called "quads." People made the wheels from different materials, like metal and plastic. They became very popular.

Quads were the main kind of roller skates until 1979. That was when two ice hockey players tried something new. They wanted to try to play hockey on land. They put the four wheels in one row. They made the wheels from a kind of plastic that was soft and tough. They put these wheels on a hockey boot. The wheels were thinner than the wheels on the quads. Skaters could go faster and make turns more easily. They put a rubber piece on the front that skaters used for stopping by pointing their toes down. They are called in-line skates. People keep making in-line skates better and better. They are making the wheels out of better plastic. They are making them easier to stop. What do you think will be the next big change in roller skates?

The Skates in the Closet

Amy loved ice skating. Every Saturday she would go to the Ice House in Bayside and skate for hours. She could do turns and leaps. She could skate faster than most adults. She felt like she was in her own world when she was skating.

When she had just turned nine years old, Amy spent a week at her grandmother's house. One day her grandmother said Amy could explore her closet. Amy's grandmother kept a lot of old things in there. Amy found an old red shoebox. It was very heavy when she lifted it up. When she took off the lid, she understood why the box was so heavy. Inside were her grandmother's old roller skates! Each shoe had four wheels attached to it: two on the front near the toes, and two near the heels. She slipped her feet into the skates. Her feet fit perfectly.

She decided to try them out. She stood up and made her way slowly to the door. She stepped out onto the driveway and pushed herself off. The first thing she noticed was that the ride was very bumpy. The sound of the metal wheels rolling on the driveway was loud. It was easy to stand up, but hard to actually get going fast. She skated to the end of the driveway. Even though she was going slowly, she didn't know how to stop! She managed to scrape her heel on the ground to slow down enough to try to turn around. It was like turning a boat. Slowly, she got used to the feel of the skates. After a while, she could go a little faster. She could turn in wide circles. She could stop when she needed to, but it wasn't easy. She practiced on them for the whole week. Her grandmother let her keep the skates.

When she went back to the skating rink, she felt like she was flying. It felt so strange to be able to do all the things on the ice she wanted to do. Still, every once in a while she took the old roller skates out of the box and rolled around the neighborhood, pretending she was her grandmother in the old days.

WRITING TASK

Think about the ideas in BOTH passages. Then write an **informational piece** explaining the ways in which roller skates like Amy's grandmother's skates were different from in-line skates.

Be sure to use information from BOTH passages in your **informational piece**.

Writer's Checklist

Be sure to:

- Introduce the topic clearly.
- Use information from the two passages so that your piece includes important details.
- Develop the topic in a clear order, with facts, definitions, and details related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Have a strong conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your informational piece on your answer document. Refer to the Writer's Checklist as you write and proofread your piece.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based informational/explanatory response on pages 81 and 82 to see why this example would earn the maximum number of points.

There are many differences between older roller skates and in-line skates. For one thing, the wheels are in different places. Older roller skates had two wheels on the front and two near the heel. The wheels on in-line skates have all the wheels lined up in a row.

Their wheels are made of different kinds of materials. Amy's grandmother's skates had metal wheels. Roller skate wheels could also be made of wood or plastic. On the other hand, in-line skates all have soft plastic wheels. That is why in-line skates aren't as bumpy as roller skates. They also aren't as loud. With the older roller skates, it was harder to turn and harder to stop.

CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study to prepare for the Grade 3 English Language Arts EOG assessment. This includes main ideas and important vocabulary words. This section also contains practice questions, with explanations of the correct answers, and activities that you can do on your own or with your classmates or family to prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Unit 1: Reading Literary Text

READING PASSAGES: LITERARY TEXT

Content Description

The literary passages in the English Language Arts test are used to identify main ideas and details, cite evidence, determine themes, and understand vocabulary. You may be asked to write a narrative in response to a prompt based on a literary passage. For more information about narrative writing, please refer to Unit 3.

Key Ideas and Details

- Look for ideas and details that tell you what the passage is about.
- Use these ideas and details when writing or speaking about the passage.
- Look for the central message, moral, or lesson as you read. Ask yourself, "What is this about?"
- Think about how a character's traits, motivations, or feelings contribute to the sequence of events in a passage.
- Retell stories, like fables, folktales, and myths.

Craft and Structure

- Make sure you understand the words and phrases as you read.
- Look at the structure of the passage. Pay attention to how the parts of the passage (e.g., section, chapter, scene, stanza) build on earlier parts.
- Think about how the narrator or a character views a situation or what beliefs they hold about something.
- Think about how your point of view is similar to or different from the narrator's or character's point of view in the passage.

Integration of Knowledge and Ideas

- Look at the pictures or drawings that are in the passage. Think about how these images help you understand something in the passage.
- Think about the similarities and differences in two passages. Understand how the information is connected in the passages.
- Use your knowledge of themes, settings, plots, and other story elements when you compare and contrast passages about the same or similar characters.

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

KEY TERMS

Literary text: Passages that are stories, dramas, or poems. (RL)

Explicit: An idea or message stated by the writer. The author tells the readers exactly what they need to know. (RL1)

Fable: A story that usually has animals as characters and teaches a lesson or moral. (RL2)

Folktale: A traditional story that is usually shared by storytelling. (RL2)

Myth: A story that is believed by many but is untrue. Myths are often used to explain practices, beliefs, or natural events. (RL2)

Central message: The idea or theme the literary text communicates. For example, if a story is about a student who moves to a new town and has no one to play with at first, the central message may be loneliness or not fitting in. The central message is usually a moral or lesson. (RL2)

Recount: Writing an explanation of the key details of a passage in the order they happened and in a way that supports the central message of the passage. The explanation may include information about the setting, plot, and characters in the passage. (RL2)

- **Setting:** Where and when a story takes place, including the time of day, the season, or a location. (RL2, RL7, RL9)
- **Plot:** The events in the beginning, middle, and end of the story. (RL2, RL5, RL9)
- **Character:** A person or thing in a work of literature. Goldilocks is a character in "Goldilocks and the Three Bears." Every person or thing in a work of literature has **character traits**, which are actions or attitudes that make up the character's personality. One of Goldilocks's traits is that she is curious. The bears' character traits are anger and surprise that someone has eaten their food. A character's **motive** is the reason why a character acts a certain way in the work of literature. One of Goldilocks's motives is hunger. This is why she eats the bears' porridge. (RL2, RL3, RL7)
- **Sequence:** The order of events in a story. For example, all stories have a beginning, a middle, and an end. (RL2, RL3)

Vocabulary: The meanings of words and phrases, and how they are used in the story. (RL4)

Non-literal language: To understand non-literal, or figurative, language you have to do more than define the words in the phrase. You need to distinguish between literal and figurative meanings of words and phrases. **Literal** refers to the "primary meaning of a word or phrase." For example, if someone describes recess by saying, "It was a zoo," he or she is using non-literal language. Recess was noisy with many different people running around; it was not literally a zoo. (RL4)

Examples of figurative language are similes and metaphors. **Similes** make comparisons using a linking word such as *like*, *as*, or *than*. (Her shirt was as green as the grass.) A **metaphor** makes a comparison without a linking word. If someone describes clouds by saying, "The clouds were whipped cream," that person is using a metaphor. The clouds looked like whipped cream, but they were not literally whipped cream. (RL4)

Chapter: A section of a book. Books are often divided into chapters. (RL5)

Scene: A section of a drama or play. Plays are often divided into scenes. (RL5)

Stanza: A section of a poem. Poems are often divided into stanzas. (RL5)

Point of view: The opinion of the author. Your opinion may differ from the opinion of the author writing a passage. (RL6)

Narrator: The character who tells the story in a literary text from his or her point of view. (RL6)

Mood: The feeling that the author creates. The author may create the mood by describing characters, settings, and events. (RL7)

Illustrations: Artwork that shows the events in a story. Illustrations can be a powerful storytelling tool. (RL7)

Compare vs. contrast: Comparing is analyzing two things, such as characters or stories, in relation to each other, while contrasting is specifically analyzing the *differences* between two things, such as two different characters or stories. (RL9)

Important Tips

- ✎ Use details to support ideas and to answer *what* you know and *how* you know it.
- ✎ When responding to an item, try to answer the question being asked before you read the answer choices.
- ✎ Look for familiar prefixes, suffixes, and word roots to help you decide the meaning of an unknown word.

SAMPLE ITEMS

Read the story and answer questions 1 through 6.

The Red Shell

Sandra ran out the door of the house and down the path to the beach one last time. The wind was blowing strong off the ocean, as if to drive all people away. Sandra felt like she had a hole in her stomach. She needed something to take back home with her, something to remember the last wonderful month. A small wave of water came toward her. The water rolled up to her ankles as she scanned the sand for treasure. She picked up a flat grey rock, looked at it, and skipped it across the water. She pushed a green shiny lump with her toe, but it turned out to be the end of a long piece of seaweed. Then she saw a small red shell in the shape of a cone. She picked it up and saw that it was not broken. She held it against her heart for a moment and closed her eyes. Then she put it in her pocket and ran back to the house, having said her goodbyes to the ocean.

Two weeks later, Sandra sat on her bed pulling off her socks. She had just come home from school. She saw that her red shell was not on the windowsill by her bed.

Sandra stormed into the kitchen. Her 4-year-old sister was under the kitchen table.

"Nina, did you take my shell?" she asked.

Nina began to cry and hugged a table leg.

"Can you tell me where it is?"

"I don't remember. I'm sorry."

Sandra went back to the room she shared with Nina and began to look for the shell on Nina's side of the room. She looked in her drawers and in her closet. Under Nina's bed there was a dark rectangular shape. Sandra flattened herself and stretched out far enough to get it out with her fingertips.

It was a green wooden box that Sandra remembered. A year ago, when Sandra was 7, the box had contained a small blown glass bottle—a gift from her grandmother. Sandra opened the box, which now contained Nina's things. Inside, there were five colored beads, a small red ball with a white heart on it, and a blue envelope with a lump in it. She turned over the envelope and her red shell fell out, along with a folded piece of paper. She flattened the paper out. It was a drawing she had made a few months before and had forgotten about. It showed a very large Sandra holding a very small Nina over her head. They both had huge smiles on their faces.

She could still barely hear Nina crying softly in the kitchen. She went and sat down next to her, took her hand, and put the shell in it.

"It's okay, Nina. Keep it," she said softly.

Nina took it in her hands. "But it's yours." She held it out to Sandra.

"Come with me," said Sandra. She led Nina into the bedroom. She plucked the glass bottle off her desk and placed it on the table between their beds. Then she took the shell from Nina's hand and rested it in the mouth of the bottle.

"Now it belongs to both of us," she said.

Item 1

Selected-Response

Which word BEST describes how Sandra feels about leaving the ocean?

A. angry
B. bored
C. excited
D. unhappy

Item 2

Selected-Response

Read the sentences from the story.

> **She saw that her red shell was not on the windowsill by her bed.**

> **Sandra stormed into the kitchen.**

Which word BEST explains the meaning of the word *stormed*?

A. fell
B. jumped
C. rushed
D. walked

Item 3

Selected-Response

Read the paragraph.

> **Sandra ran out the door of the house and down the path to the beach one last time. The wind was blowing strong off the ocean, as if to drive all people away. Sandra felt like she had a hole in her stomach. She needed something to take back home with her, something to remember the last wonderful month.**

Which choice BEST explains what is meant in the underlined sentence?

A. Sandra feels sick.
B. Sandra feels sad.
C. Sandra feels angry.
D. Sandra feels excited.

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

Item 4

Evidence-Based Selected-Response Technology-Enhanced

This question has two parts. Answer Part A, and then answer Part B.

Part A

What is the central message of the story?

A. It is nice to share.
B. It is fun to play at the beach.
C. It is good to keep your room clean.
D. It is important to remember where you put things.

Part B

Which sentence from the story BEST supports the answer in Part A?

A. She picked up a flat grey rock, looked at it, and skipped it across the water.
B. Sandra went back to the room she shared with Nina and began to look for the shell on Nina's side of the room.
C. "I don't remember. I'm sorry."
D. "Now it belongs to both of us," she said.

Item 5

Drag-and-Drop Technology-Enhanced

Finish retelling the story. Move the THREE MOST important events into the chart in the order they happen in the story.

Event 1	Sandra finds a red shell at the beach to take home with her.
Event 2	
Event 3	Sandra asks Nina if Nina knows where the shell is.
Event 4	
Event 5	

The shell is missing from its usual spot.
Sandra decides to share the shell with Nina.
Nina keeps her treasures in a green wooden box.
Sandra returns to the kitchen for a second time.
Sandra finds the shell with a drawing she made of her and Nina.

Select to Respond

➲ Due to the size of the response area, this item has a "Select to Respond" button on the screen. Clicking this button will bring up the response area at full size.

Go on to the next page to finish item 5.

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

Item 5. *Continued*.

Event 1	Sandra finds a red shell at the beach to take home with her.
Event 2	
Event 3	Sandra asks Nina if Nina knows where the shell is.
Event 4	
Event 5	

The shell is missing from its usual spot.

Sandra decides to share the shell with Nina.

Nina keeps her treasures in a green wooden box.

Sandra returns to the kitchen for a second time.

Sandra finds the shell with a drawing she made of her and Nina.

➦ Use a mouse, touchpad, or touchscreen to move the descriptions below the chart into the boxes in the chart.

Item 6

Extended Constructed-Response

Imagine that after Sandra says, "Now it belongs to both of us," she asks Nina, "Why did you want the shell so much?" Write an ending to the story.

Use ideas from the story to support your dialogue and descriptions of feelings in your answer.

Narrative Writer's Checklist

Be sure to:

- Develop a real or imagined experience.
- Include a situation and introduce a narrator and/or characters.
- Organize events in order.
  - Use words and phrases to show the sequence of events.
- Use dialogue and/or descriptions of actions, thoughts, and feelings to:
  - develop events.
  - show how characters respond to situations.
- Include a conclusion.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your narrative on your answer document. Refer to the Writer's Checklist as you write and proofread your narrative.

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
1	ELAGSE3RL3 Literary	2	D	The correct answer is choice (D) unhappy. She is unhappy because she is leaving the ocean after a "wonderful" month. She feels as if she has "a hole in her stomach." Choices (A) and (B) are incorrect because there is no indication that she is either angry or bored in the beginning. Choice (C) is incorrect because even though she runs to the beach, she is sad when she is there.
2	ELAGSE3RL4 Literary	2	C	The correct answer is choice (C) rushed. It shows that Sandra is angry and that she is moving fast, like the wind in a storm. Choice (A) is incorrect because there is nothing that indicates that she fell. Choice (B) is incorrect because there is no connection between jumped and stormed. Choice (D) is incorrect because stormed is more like rushing than walking.
3	ELAGSE3L5a Literary	3	B	The correct answer is choice (B) Sandra feels sad. The mention of "a hole in her stomach" suggests her feeling of loss at leaving a beloved place. Choices (A), (C), and (D) are incorrect because the reference to "a hole in her stomach" in the context of the story does not suggest sickness, anger, or excitement.
4	ELAGSE3RL2 Literary	3	A/D	The correct answers are choice (A) It is nice to share **and** choice (D) "Now it belongs to both of us," she said. Sandra is initially very upset that her red shell is missing, but when she sees that Nina has placed it in a box of treasured possessions, Sandra softens and decides to place the shell in a location in their room where they can both appreciate it. The answer choice for Part B of the item shows text that supports this central message. In Part A, choice (B) is incorrect in that Sandra leaves the beach early in the story. Choice (C) is incorrect because the tidiness of the room is not of true significance in the story. Choice (D) is incorrect because Sandra does not misplace the shell; Nina moves it to a hidden location. The incorrect options in Part B support incorrect answers in Part A.
5	ELAGSE3RL2 Literary	3	N/A	See scoring rubric and exemplar response on page 27.
6	ELAGSE3W3 Narrative	4	N/A	See scoring rubric beginning on page 79 and sample responses on page 28.

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 5

Scoring Rubric

Points	Description
2	The student correctly fills in all three rows.
1	The student correctly fills in two rows.
0	The student does not correctly fill in at least two rows.

Exemplar Response

The correct response is shown below.

Event 1	Sandra finds a red shell at the beach to take home with her.
Event 2	**The shell is missing from its usual spot.**
Event 3	Sandra asks Nina if Nina knows where the shell is.
Event 4	**Sandra finds the shell with a drawing she made of her and Nina.**
Event 5	**Sandra decides to share the shell with Nina.**

Nina keeps her treasures in a green wooden box.

Sandra returns to the kitchen for a second time.

The correct response for the second event is "The shell is missing from its usual spot." The correct response for the fourth event is "Sandra finds the shell with a drawing she made of her and Nina." The correct response for the fifth event is "Sandra decides to share the shell with Nina." These options are the correct responses because each option is a key event that takes place in the story. In addition, the options are listed in the correct order in which the events take place. NOTE: The order of the details does matter.

Item 6

To view the four-point rubric for a narrative response, see pages 79 and 80.

Exemplar Response

Points Awarded	Sample Response
4	Sandra asked Nina, "Why did you want the shell?" Nina thought for a moment. "Because it's pretty. And . . ." "And?" said Sandra. "It's something you like." "Is that why you kept the box and the drawing?" Nina looked surprised for a moment. Then she smiled shyly. "You know what?" said Sandra. "I kept the shell because it reminded me of the beach. I loved being there." "That's why I kept those things," said Nina. "They remind me of you." That made Sandra feel like crying. She hugged her sister for a long time.
3	Sandra asked Nina, "Why did you want the shell?" "Because it reminded me of you," said Nina. Sandra thought about what Nina said. Then, Sandra felt bad for being mad at her sister. "I kept the shell because it reminded me of the beach," said Sandra. "Now we can remember it together."
2	Sandra asked Nina, "Why did you want the shell?" "It's pretty, like the beach," said Nina. "Now we can remember it together," said Sandra.
1	Sandra asked Nina why she wanted the shell. Nina said that she liked being at the beach.
0	You can find many shells at the beach.

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

ACTIVITY

The following activity develops skills in Unit 1: Reading Literary Text.

Standards: ELAGSE3RL1, ELAGSE3RL2, ELAGSE3RL3, ELAGSE3RL4, ELAGSE3RL5, ELAGSE3RL6, ELAGSE3RL7, ELAGSE3RL9, and ELAGSE3W3

Create a Story

Cut out a picture from a magazine or newspaper and paste it to the top of a blank sheet of lined paper. Look at your picture and consider the following questions:

- Who are the characters?
- What might be happening?
- When could the events take place?
- Where is the setting?

Based on your answers, write an original story about the picture. When you are finished, share your story with a family member or a friend. Have a discussion about what you saw in the picture and what they see in the picture. Consider how your stories could be different.

Tell a Story through Characters

Start by inventing a character. Each character should have a name and an occupation. Each character feels a certain way. Use the following suggestion to help you develop your character.

- Write on a piece of paper the following:

    Sarah is a doctor. She feels bored. She always walks fast.

- Then fill in the blanks to create your own character.

    (name) is a (job). (S)he feels _____. (S)he always _____.

- Work with friends and combine your characters into a story.
- Share the story with others.

Unit 2: Reading Informational Text

READING PASSAGES: INFORMATIONAL TEXT

CONTENT DESCRIPTION

The informational passages in the English Language Arts test can be used to determine central ideas, write objective summaries, analyze ideas, and provide supporting text evidence. You may be asked to write a narrative in response to a prompt based on an informational passage. For more information about narrative writing, please refer to Unit 3.

Key Ideas and Details

- Think about the passage and visualize, or make a mental picture, as you read.
- Read closely to know exactly what the passage says.
- Look for ideas and details that tell you what the passage is about.
- Use these ideas and details when writing or speaking about the passage.
- Think about the message and what the author is trying to say.
- Look for the main ideas in the passage, and think about how key details support those main ideas.
- Think about the relationship between historical events, scientific ideas or concepts, or technical procedures in the passage.

Craft and Structure

- Make sure you understand the words in the passage.
- Use text features within the passage to locate information quickly and efficiently.
- Think about how your point of view is similar to or different from the author's point of view.

Integration of Knowledge and Ideas

- Use information gained from illustrations, maps, and photographs to gain an understanding of a topic.
- Think about the author's reason for using a particular organizational pattern to connect ideas.
- Compare and contrast the most important points and key details in two passages on the same topic.

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

KEY TERMS

Informational text: Passages that explain or inform. (RI)

Explicit: An idea or message stated by the writer. The author tells the readers exactly what they need to know. (RI1)

Main idea: The most important idea that the author is trying to say. (RI2)

Key details: The important facts and ideas that support the main idea of a passage. (RI2, RI9)

Recount: Writing an explanation of the key details of a passage in the order they happened and in a way that supports the main idea of the passage. (RI2)

Historical events: Situations, occasions, or events that happened in the past. (RI3)

Scientific ideas or concepts: An explanation for how something works in nature. For example, gravity is a scientific idea or concept that explains why objects fall toward Earth. (RI3)

Technical procedures: A task or activity with steps that must be completed in a certain sequence. For example, making cookies from scratch is a technical procedure that requires specific ingredients and specific steps to be followed in a set order. (RI3)

Chronological order: The order or **sequence** in which a series of events happened. A text that is arranged in order of time from the beginning to the end is in chronological order. (RI3, RI8)

Cause and effect: A relationship in which one thing causes another thing to happen. (RI3, RI8)

Text features: All the parts of a passage that are not the main body of the text. Within a passage, an author may use features such as a topic sentence, an introduction, body paragraphs, headings, footnotes, or graphics to further organize the text. A **sidebar** is a short piece of text placed alongside the main text. The sidebar often contains additional information about what is in the main text. **Key words** are words that are important to the text and are typed in bold so that they are easy to find and see. A **hyperlink** is a link in a text that will direct you to new information about the topic. (RI5)

Author's purpose: The author has a specific reason or purpose for writing the passage. Often the author's purpose is not directly stated. (RI6)

Point of view: The opinion of the author. Your opinion may differ from the opinion of the author writing a passage. (RI6)

Fact and opinion: A **fact** is a statement that can be proven. An **opinion** is a statement that cannot be proven because it states a writer's belief or judgment about something. Deciding whether a statement is a fact or an opinion often comes down to a single question: "Can you prove it?" If you can prove a statement, then it is a fact. If not, it's an opinion. (RI6)

Evidence: Something that proves the truth of something else. Informational texts may contain evidence in the form of key words, illustrations, maps, or photographs to prove that the information is correct. (RI7)

Comparison/contrast: Though similar, comparing is analyzing two things, such as characters or themes, in relation to each other, while contrasting is specifically analyzing the *differences* between two things, such as two different characters or themes. (RI8, RI9)

Important Tips

- ✏ Try to read the questions about an informational text before you read the passage so that you know what to look out for.

- ✏ Use evidence from a passage to help explain what is being said.

- ✏ Use facts and details to support ideas and to answer questions about *what* you know and *how* you know it.

SAMPLE ITEMS

Read the article and answer questions 7 through 9.

Horseshoe Crabs

Horseshoe crabs are very strange-looking creatures. They live on the Atlantic coast of the United States. Their name comes from their shape. Their shells have a U-shape like a horseshoe. They have a dull green color. You might think they look funny, but horseshoe crabs have been around longer than people have. In fact, horseshoe crabs are older than most other animals on Earth!

Many birds depend on the horseshoe crab for survival. Horseshoes lay their eggs on the beach and bury them in the sand. If the water is rough, many of the eggs get pushed into the open. The birds eat these eggs. That's not too bad for the horseshoes, though, because those eggs are not going to hatch.

Horseshoes provide a home for many kinds of sea creatures. Small animals stick themselves to the shells of horseshoe crabs. These small sea creatures lay their eggs on the horseshoe crab's shell. Often you will find older horseshoe crabs with hundreds of eggs stuck all over them.

Horseshoe crabs spend a lot of their lives being thrown around by the ocean and crashing into rocks. They get lots of cuts on their bodies, but they have a special kind of blood. It becomes hard very quickly and plugs up the cuts. This blood is so special that people use it for many purposes. For one thing, horseshoe crab blood can help doctors find out if their tools are clean. They put the tools in the crab's blood. If the blood changes in a certain way, they know the tool is not clean.

If you ever see a horseshoe crab, don't laugh. Say "Thank you!"

Item 7

Selected-Response

What is the connection between the sentences in the second paragraph?

A. The sentences tell the steps birds take to find crab eggs.
B. The sentences compare the crab eggs to other foods that birds eat.
C. The sentences explain how rough waters are a problem for crab eggs.
D. The sentences show what causes crab eggs to get pushed into the ocean.

Item 8

Selected-Response

Which sentence explains why the blood of horseshoe crabs is special?

A. There is a lot of blood because of the many cuts on their bodies.
B. After a cut, the blood hardens very quickly.
C. Doctors clean their tools with the blood.
D. The blood has a strange dull green color.

Item 9

Selected-Response

With which statement would the author MOST LIKELY agree?

A. Horseshoe crabs are a danger to other animals.
B. Horseshoe crabs are very beautiful to look at.
C. Horseshoe crabs are eaten much of the time.
D. Horseshoe crabs are unusual animals.

SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
7	ELAGSE3RI8 Informational/ Explanatory	2	D	The correct answer is choice (D) The sentences show what causes crab eggs to get pushed into the ocean. The paragraph explains that because the eggs are buried on the beach, rough waters can push the eggs into the ocean. Choice (A) is incorrect because the paragraph does not explain how the birds find the eggs. Choice (B) is incorrect because there is no mention of the other types of food that birds eat. Choice (C) is incorrect because the paragraph explains that the crab eggs would not have hatched.
8	ELAGSE3RI1 Informational/ Explanatory	2	B	The correct answer is choice (B) After a cut, the blood hardens very quickly. Choice (A) is incorrect because though crabs get cut, this doesn't explain why the blood is special. Choice (C) is incorrect because doctors check their tools with it; they don't clean them with it. Choice (D) is incorrect because green color refers to the crab's shell and not its blood.
9	ELAGSE3RI6 Informational/ Explanatory	2	D	The correct answer is choice (D) Horseshoe crabs are unusual animals. The author tells many facts about the crab that are unusual. Choice (A) is incorrect because the crabs are helpful and not dangerous. Choice (B) is incorrect because the crabs are funny looking and not beautiful. Choice (C) is incorrect because although their eggs get eaten, the author does not say the crabs are eaten.

Unit 3: Writing

CONTENT DESCRIPTION

In this unit, you will be reading passages that are similar to passages you may read in the Georgia Milestones End-of-Grade assessment. You will use the passages as sources of support for opinion and informational/explanatory pieces and as jumping-off points for narrative writing.

Some informational passages will help you develop opinions and support your point of view on a topic in an opinion piece. In your writing, you will use evidence to develop and support your opinion. Other informational passages will help you develop an informational/explanatory piece. In your writing, you will state ideas, summarize information, and use details from more than one source to develop and support your ideas.

You will also write a narrative in response to a prompt based on a literary or informational passage or a paired passage set you have read. A paired passage set may consist of two literary passages, two informational passages, or one of each passage type. Narrative prompts will vary depending on the passage(s) you are shown. For example, you may be asked to write a new beginning or ending to a literary story, write an original story based on information from an informational text, or rewrite a scene from a specific character's point of view. In your writing, you will use narrative techniques to develop the reader's understanding of a real or imagined experience.

There will also be writing standalone items that assess your revision skills and your understanding of opinion, informational/explanatory, and narrative writing. For example, you may be asked to answer a selected-response question that focuses on introducing a topic in an informational text. In addition, there will be writing standalone items that assess your planning and research skills.

Writing Types and Purposes

Opinion Piece

- An opinion piece states an opinion or agrees or disagrees with a point of view.
- Some common opinion words are "agree," "disagree," "for," or "against."
- When you state your opinion, you need to support it with reasons, examples, and evidence.

Informational/Explanatory Piece

- An informational/explanatory piece states ideas and information clearly and accurately.
- When you develop your topic, use facts, definitions, and details related to your topic.

Narrative

- A narrative develops a real or imagined experience or event.
- When you develop your narrative, use narrative techniques, descriptive details, and event sequence.

Production and Distribution of Writing

- Use the writing process to develop opinion pieces, informational/explanatory pieces, and narratives.
- Produce writing with an organization and style that fit the task, purpose, and audience.
- Strengthen your writing by reviewing or revising, if needed.

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

Opinion Piece

- Introduce a topic or text clearly by stating your opinion and create an organizational structure that lists reasons.

- Develop your opinion by providing reasons to support your opinion.

- Use linking words and phrases to connect opinions and reasons.

- Provide a concluding statement related to the opinion you present.

Informational/Explanatory Piece

- Introduce a topic and group related information together.

- Develop your topic with facts, definitions, and details.

- Use linking words and phrases to connect ideas within categories of information.

- Provide a concluding statement or section related to the information or explanation.

Narrative

- Include a situation and introduce a narrator and/or characters.

- Organize events in order using words and phrases to show the sequence of events.

- Use dialogue and/or descriptions of actions, thoughts, and feelings to develop events or show how characters respond to situations.

- Use temporal words and phrases to signal event order.

- Provide a sense of closure to your narrative.

Audience, Purpose, and Voice

- As you write, remember who your audience will be.

- Remember, you are writing for a purpose—think about *what* you are writing and *why*.

- As you write opinion or informational/explanatory pieces, reveal your writing voice by using language that matches the content, connects with your intended readers, and reveals your personality and writing style.

- As you write your narrative, reveal your writing voice by choosing a narrator and point of view that allow your readers to experience the story and relate to the characters in a meaningful way.

Research to Build and Present Knowledge

- Conduct research to learn more about a specific topic.

- Gather information from different types of sources, including print and digital sources.

- Take brief notes on the sources and sort the information about the topic into categories.

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Scoring Rubrics

- A narrative scoring rubric can be found beginning on page 79. An informational/explanatory scoring rubric can be found beginning on page 81. An opinion scoring rubric can be found beginning on page 83. You may find it helpful to read and discuss these rubrics with a parent or another adult.

- The rubrics are important to understand because they show you what is needed to produce a strong piece of opinion, informational/explanatory, or narrative writing.

- Opinion, informational/explanatory, and narrative writing on the EOG assessment will be scored using these rubrics.

KEY TERMS

Opinion text: An opinion text states an opinion or agrees or disagrees with a point of view. (W1)

Point of view: The opinion or perspective of the writer on a specific topic. (W1)

Topic: What a piece of writing is about. When writing your opinion, choose topics about which you have strong feelings and a lot to say. (W1a, W2a)

Introduction: The beginning of a piece of writing. The introduction should let readers know what they will be reading about, and it should set up the main idea of the writing. (W1a, W2a)

Organization: The way in which a piece of writing is structured. Similar ideas and illustrations should be grouped together and the order of the information should make sense. Each sentence, paragraph, or text feature fits into the overall structure of a passage and contributes to the development of ideas. Writers structure their texts to match their purpose and audience. (W1a, W2a, W4)

Reasons: Details that support your opinion in a piece of writing. (W1a, W1b)

Fact and opinion: A **fact** is a statement that can be proven. An **opinion** is a statement that cannot be proven because it states a writer's belief or judgment about something. Deciding whether a statement is a fact or an opinion often comes down to a single question: "Can you prove it?" If you can prove a statement somehow, then it is a fact. If not, it's an opinion. (W1b)

Linking words and phrases: Words or groups of words that link one idea to the next. Writing should not jump from one idea to the next without transitions that guide the reader along. Examples of linking words include *also*, *another*, *and*, *more*, *because*, *therefore*, *since*, and *but*. Examples of linking phrases are *to begin*, *on the other hand*, *for example*, and *in conclusion*. (W1c, W2c)

Concluding statement: The end of a piece of writing. The concluding statement should sum up the main purpose of the writing and provide an overall takeaway for the reader. (W1d, W2d)

Informational/explanatory texts: A form of writing that informs the reader or explains something. (W2)

Narrative: A narrative is a real or imaginary story. It may be about a situation, a single moment in time, or a series of related events and experiences. Narratives may be about a single moment in time but focus on how one character thinks and feels about it. Narratives may be about a single moment in time but focus on how several different characters think and feel about it. Narratives may also be about a series of related events and experiences and how a character feels about them. Good writers order the thoughts, feelings, events, and experiences in a way that makes sense to the reader. (W3)

Experience: An experience is an event or series of events that happen to or are seen by a character. In a narrative, characters learn, grow, or find meaning by going through an experience. Any experience in a narrative may be described as a single event (*Mary's team won the soccer game*) or as a series of events (*Mary kicked the ball toward the goal. The goalie dived but missed the ball. The ball landed inside the goal. Mary had scored the winning point. Her team won the game!*). A character may be part of an experience (*Mary kicked the soccer ball into the goal*). A character may also watch or observe an experience without being part of it (*Mary watched as her two older brothers played against each other on different soccer teams*). A narrative may include more than one experience. (W3, W3a, W3b)

Event: An event is a single thing that happens to a character or that a character sees. For example, *John caught the soccer ball* is an event. It is a single thing that happened to the character John. (W3, W3a, W3b)

Introduction: The introduction is the first few paragraphs of a narrative. Good writers create an introduction that interests the reader and shares just enough information to keep the reader reading and learning more. There is no one right way to write an introduction. Introductions may include dialogue, a description of the setting, an introduction of the narrator, a description of a character, an explanation of the situation, or any combination of these. Good writers create a unique introduction that best fits their story and its meaning. (W3a)

Narrator: The narrator is the person the writer chooses to tell the story. The narrator may be a character in the story. The narrator may also record the characters' actions, words, and thoughts but not be a character in the story. (W3a)

Characters: Characters are persons, things, or beings in stories. The characters may be real or imaginary. The details you share about characters—the way they think, talk, and act—help readers understand the characters' personalities. (W3a, W3b)

Sequence: Sequence is the order of events in a narrative. Often, the events in a story are told in the exact order they happened. Sometimes a story is told out of order to create surprise or help the reader learn more about the characters and how they think and behave. (W3, W3a)

Narrative techniques: Narrative techniques are the tools writers use to create interesting experiences, events, and characters in a story. (W3, W3b)

- **Dialogue:** Writers use dialogue to show the reader the exact words the characters are saying. Dialogue usually has quotation marks around it. Each time a new character speaks, a new paragraph begins. The reader learns about characters from the way characters speak. Dialogue can also move the action forward in a story or cause a character to decide something. (W3b)

- **Description:** Good writers use description to help the reader imagine the characters, settings, and events. Description helps make it feel like the reader is living the events of the story, both seeing what the character sees and feeling what the character feels. This sentence does not have good description: *The kids at my new school were friendly*. These sentences use description to help the reader see and feel what the character experiences: *I stepped into the classroom. I worried that I would not make new friends in my class. After the teacher introduced me, she asked me to tell the class where I was from.* "*I moved to Georgia from India,*" *I said.* "*This is my first time in the United States.*" *Everyone in the class smiled at me with shining eyes.* "*Welcome to our class,*" *a girl in the front row said.* "*Would you like to sit with me at lunch today?*" (W3b)

Temporal words and phrases: The reader needs clues in a story to help them know how time is passing and how events are ordered. Temporal words and phrases show time and give these clues. Examples of temporal words are *first*, *next*, *before*, *during*, and *finally*. Examples of temporal phrases are *after that*, *in the beginning*, *it started when*, and *the next day*. (W3c)

Closure/Conclusion: Every story needs to have an end. The end can be anywhere the writer chooses to stop writing. But the reader needs to feel like the story is over. This feeling is called closure, and it can come in several ways. A character may learn something or feel a different way than before. The character may think about what happened in the story and what the story meant. The character may feel differently than he or she did at the beginning of the story. (W3d)

Audience: The people who will be reading the piece of writing. Writers should keep their audience in mind and adjust their ideas and vocabulary so that they can be best understood. (W4)

Purpose: The writer's reason for writing his or her essay or article. All writing has a purpose, whether it is to persuade, inform, explain, or entertain. (W4)

Revision: The process of editing and rewriting a piece of writing. All good writing requires a lot of revision in order to catch mistakes and make ideas clearer. (W5)

Research: Gathering information in order to learn more about a topic. (W7)

Source: A book, article, website, person, or piece of media that contains information. (W8)

Evidence: Something that proves the truth of something else. Informational texts may include facts, opinions of experts, quotes, statistics, and definitions that can be used as evidence. (W8)

Important Tips

Opinion and Informational/Explanatory Pieces

- ✎ Organize your writing by using an organizational structure in which related ideas are grouped together.
- ✎ In your opinion piece, be sure to develop your opinion with reasons. In your informational/explanatory piece, be sure to develop your informational topic with details, such as facts, definitions, quotations, or other information that supports your topic.
- ✎ Make sure your writing has a concluding statement.

Narrative

- ✎ Organize thoughts, ideas, or events in order.
- ✎ Use dialogue and description to develop events and to show how characters respond to situations.
- ✎ Make sure your narrative has a conclusion.

Opinion, Informational/Explanatory, and Narrative Writing

- ✎ Strengthen your writing by planning, revising, editing, rewriting, or trying a new approach.
- ✎ **Use the writer's checklist before, during, and after writing to make sure you are meeting the criteria.**

SAMPLE ITEMS

The practice writing items for this unit include an extended writing-response item, an extended constructed-response item, and writing standalone items. There are also sample reading comprehension items connected to the passages you will read in this unit. You will have sample selected-response, evidence-based selected-response, and/or constructed-response items in this section. In the actual assessment, there is often a mix of reading comprehension and extended constructed-response and/or extended writing-response items connected to one passage or passage set.

Sample Items 10–13

Extended Writing-Response (Opinion or Informational/Explanatory Piece)

In Section 1 of the Georgia Milestones End-of-Grade assessment, you will be asked to comprehend a pair of informational passages and use information from the passages to write an opinion or informational/explanatory piece. In the End-of-Grade assessment, the task will include the following items:

1. Three selected-response (multiple-choice) questions (three in this example)
2. A constructed-response question (no constructed-response question in this example)
3. An extended writing-response question (one in this example)

The instructions for the extended writing prompt are in the same form as those that appear on the Georgia Milestones assessment. In the actual assessment, you will receive either an opinion or an informational/explanatory writing task. The sample provided in this resource is an example of an opinion writing task.

This section of the test assesses your skill to comprehend reading passages and use information from the passages to write an opinion piece.

Before you begin writing your piece, you will read two passages and answer three multiple-choice questions about what you have read.

As you read the passages, think about details you may use in an opinion piece about starting school later.

These are the titles of the passages you will read:

1. School Starts Too Early
2. Don't Change!

School Starts Too Early

School should start later in the morning. People who have studied the subject say that students do better when school starts later. Every day, students get up early. They don't get enough sleep. They come to school tired. That means they don't learn as well. By the afternoon, they are falling asleep. This is not a good situation.

If school started later in the day, students would be more interested in their classes. They would also do more homework because they wouldn't be as tired at night. Even if they didn't do more homework, they would do a better job with it. That's because they would be paying attention to it. They wouldn't be falling asleep while working on it.

Our school should try an experiment. Let half the students come at the normal time. Let the other half come an hour later. After a few months of school, who do you think would be doing better in school?

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

Don't Change!

Starting school later may seem like a good idea. Some students would probably like the idea. But that doesn't mean it's right. One reason is that it costs schools a lot of money to change their start times. One school district in Maryland studied how much it would cost. They found that they would have to use more buses and hire more people to drive them. There might be little money left to teach their students.

If school starts later, when does it end? If it ends at the same time, then the school day would be shorter. That can't be good for learning. If school ends later in the day, that brings more problems. There would be less time for after-school activities like sports. Students would get home from activities later, so they would have less time for homework. They also might stay up later to get their homework done.

There is an old saying that is very wise: "The early bird catches the worm." It means that getting up early, and not starting later, is the way to success.

Item 10

Selected-Response

Which idea from "School Starts Too Early" explains why students would do a better job with homework if school started later?

A. "School should start later in the morning."
B. ". . . students would be more interested in their classes."
C. ". . . they wouldn't be as tired at night."
D. "Let half the students come at the normal time."

Item 11

Selected-Response

Which statement from "Don't Change!" BEST supports the opinion that starting school later is a problem?

A. Some students would probably like the idea.
B. One school district in Maryland studied how much it would cost.
C. If school starts later, when does it end?
D. They also might stay up later to get their homework done.

Item 12

Selected-Response

With which sentence would the authors of BOTH passages agree?

A. School start time should be based on what is best for student learning.
B. Changes to school start time can cost a school district extra money.
C. School start time can affect whether a student has time for evening activities.
D. Changes to school start time should allow more homework time in the afternoon.

Item 13

Extended Writing-Response

WRITING TASK

Some people think students should start school later in the day.

Think about the ideas in BOTH passages. Then write an **opinion piece** supporting whether or not students should start school later in the day.

Be sure to use information from BOTH passages in your **opinion piece**.

Writer's Checklist

Be sure to:

- Introduce your opinion.
- Support your opinion with reasons and details from the passages.
- Give your reasons and details in a clear order.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Have a strong conclusion that supports your opinion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your opinion piece on your answer document. Refer to the Writer's Checklist as you write and proofread your piece.

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

Sample Items 14–17

Extended Constructed-Response (Narrative)

On the Georgia Milestones End-of-Grade assessment, you will write a narrative in response to a prompt based on a literary or informational passage or a paired passage set you have read. In the actual assessment, you will also respond to reading comprehension questions before writing your narrative. Narrative prompts will vary depending on passage type. The sample provided in this resource is an example of a narrative prompt based on an informational paired passage set.

Read the interviews and answer questions 14 through 17.

An Interview with a Marine Biologist: Chris Meyer

This is an interview with Chris Meyer by Kids.gov. Meyer is a marine biologist at the National Museum of Natural History. Marine biologists study sea creatures. They try to learn what these creatures look like, where they live, and what they eat, as well as other facts about them.

Chris Meyer: As a marine biologist we get to study the ocean and all the animals and creatures that live in it. I didn't spend much time near the ocean, but once I saw the ocean, I became really fascinated with it. To be underwater and seeing things that were different . . . it just sparked that curiosity.

What do you like about your job?
Meyer: The most fun parts of my job are that I'm going to see something and learn something new every day and that I get to travel. I get to meet wonderful people who are also excited about what we're doing.

The beautiful part of doing this job is it's hard to say that there is a typical day. It's the excitement of discovery. It's the chance to be wowed and have that sense of wonder every single day.

What's your favorite animal?
Meyer: Well, my favorite creature is certainly the cowrie, which is a type of snail. I mean, they're spectacular and they're beautiful; they're very shiny, and most snails aren't as shiny or maybe they're only shiny in the middle where the animal comes out. . . .

Advice for kids
Meyer: If you're interested in pursuing marine biology or any kind of biodiversity [variety of life] study, I would encourage everybody to just get out . . . and walk around and observe the environment. Take the time, stop, look, and ask questions.

The fun part about science is that we're still finding and learning and discovering new things about the ocean, about almost any place on the planet. And so there's a lot of opportunity to explore.

This is an interview with Gabriel Harper by Kids.gov. Harper is a Federal Wildlife Officer for the U.S. Fish and Wildlife Service. Federal Wildlife Officers protect wild animals and where they live in the United States. They often work in national parks.

An Interview with a Federal Wildlife Officer: Gabriel Harper

Gabriel Harper: We see wildlife all around us, you know, all the time and they see us. You come outside and you might see some deer or even a box turtle out by the lake. You might look up in the sky and see an eagle or osprey. All of these things need to be protected.

[At the] U.S. Fish and Wildlife Service, our primary purpose [is] to conserve [and] protect the habitat for wildlife. We have to have the type of law enforcement [making sure people obey the law], you know, to go about regulating [maintaining] those rules.

What's your day like?
Harper: This is my office. Coming outside every day, you know, breathing this fresh air. I live on the refuge, I come outside. I take a little lap around just to see what's going on. And then I can deal with anything from helping with a fishing group, kids that come on the refuge [that] want to learn about fishing, archery, different things like that. . . .

What do you do on patrol?
Harper: When I go out on a patrol, it can be anything from a vehicle patrol to a foot patrol. On foot patrols, like I said, going out into the refuge, different areas of the woods; also different bike paths. Just seeing what's going on. You know, introducing myself to different visitors, making sure they're safe, making sure they're not lost. . . .

And on a vehicle patrol, just making sure that everybody is going the correct speed limit out there. . . .

What equipment do you use most for your job?
Harper: I have my trusty GPS that I can just clip on me and I can make sure that I get back . . . to my truck when I need to. Thirteen thousand acres is a lot of woods. You know you do a few turns around and you don't know where you're heading. . . .

What other tools do you use?
Harper: There's 13,000 acres at Patuxent Research Refuge, so I can't be everywhere. So I have these cameras set up. These are hunt cams where I can set up on different areas of the border and I can see what's going on. . . .

Is this the career for you?
Harper: If you feel the need that you want to protect the resources and wildlife, then [being] a federal wildlife officer would be a perfect line of work for you.

I love what I do. It gets me up out of bed every day and I don't regret a day of work ever. So if you like playing outside right now, imagine doing it when you're older.

Item 14

Selected-Response

In "An Interview with a Marine Biologist: Chris Meyer," what is the connection between the sentences in the section "What's your favorite animal?"

A. They give a list of snails Meyer has studied.
B. They compare some features of different snails.
C. They introduce a problem Meyer discovered about snails.
D. They describe what causes some snails to have shiny shells.

Item 15

Selected-Response

In "An Interview with a Federal Wildlife Officer: Gabriel Harper," which section of the interview explains why Harper uses cameras?

A. What's your day like?
B. What do you do on patrol?
C. What equipment do you use most for your job?
D. What other tools do you use?

Item 16

Selected-Response

Read the sentences from BOTH interviews.

> **If you're interested in pursuing marine biology or any kind of biodiversity [variety of life] study, I would encourage everybody to just get out . . . (Marine Biologist: Chris Meyer)**

> **If you feel the need that you want to protect the resources and wildlife, then [being] a federal wildlife officer would be a perfect line of work for you. (Federal Wildlife Officer: Gabriel Harper)**

Which idea do BOTH sentences try to explain?

A. the importance of exploring the outdoors
B. how to figure out if you might like a certain job
C. how to encourage people to become interested in science
D. the steps needed to gain knowledge about an area of study

Item 17

Extended Constructed-Response

Imagine that you are a marine biologist or a wildlife officer. Write a short story about an adventure you have during a day at work. Use ideas from one of the interviews to help you write your story.

Narrative Writer's Checklist

Be sure to:

- Develop a real or imagined experience.
- Include a situation and introduce a narrator and/or characters.
- Organize events in order.
    - Use words and phrases to show the sequence of events.
- Use dialogue and/or descriptions of actions, thoughts, and feelings to:
    - develop events.
    - show how characters respond to situations.
- Include a conclusion.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your narrative on your answer document. Refer to the Writer's Checklist as you write and proofread your narrative.

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

Sample Items 18–23

Writing Standalone Items

On the Georgia Milestones End-of-Grade assessment, there will be writing standalone items that assess your understanding of opinion, informational/explanatory, and narrative writing and revision skills. There will also be writing standalone items that assess your writing planning and research skills.

Item 18

Selected-Response

Read the paragraph from a student's book report.

> The author gave me so many clues throughout the story. The clues made me so curious that I had to keep reading. I could not put the book down! Now that I know what happened to the camera, I cannot wait to read another mystery book. I think you will agree with me that mysteries are awesome after you read *The Missing Camera*.

Which sentence should be added to the beginning of the paragraph to BEST introduce the student's opinion?

A. If you want to read a book you will enjoy, you first need to decide whether you like to read mystery books, such as *The Missing Camera*.

B. If you need a new book to read, I think you will enjoy *The Missing Camera* because it is the best mystery book I have ever read.

C. Teachers should read mystery books, such as *The Missing Camera*, aloud to their students.

D. After reading *The Missing Camera*, I have decided to read only mystery books from now on.

Item 19

Selected-Response

Read the paragraph from a student's report about butterflies.

> Butterflies are colorful creatures. Their wings can also have many different patterns. _____, monarch butterflies have bright orange wings with black stripes. They also have small white dots along the edges of their wings.

Which linking phrase would BEST fill in the blank to connect the ideas in the sentences?

A. As a result

B. For example

C. In addition

D. Similarly

Item 20

Selected-Response

Read the paragraph from a student's story.

> At first, Jason was nervous because he had never been in a swimming pool before. I held his hand as we stepped down into the shallow end of the pool. As the warm water surrounded our ankles, Jason looked up and grinned at me. "Are you ready to take another step?" I asked. Jason nodded excitedly, and together we moved deeper into the pool.

Which sentence BEST introduces the event and characters in the story?

A. On weekends, my brother Jason and I go to the pool and play with our friends.
B. Sometimes, the swimming pool seems crowded with kids from the neighborhood.
C. Every summer, my family likes to spend most of our time at the pool.
D. Today, I started teaching my brother Jason how to swim at the pool.

Item 21

Selected-Response

Read the paragraph from a student's report.

> Have you ever heard the saying "laughter is the best medicine"? Laughing is good for you in many ways. Laughter often gets your blood flowing, which can help keep your heart strong. Laughing can help you relax and gives you energy. Laughing can also make people feel better when they are sick or upset.

Which source should be used to gather more information for the report?

A. a video titled "Why You Smile When You Are Laughing"
B. an article titled "Why Laughing Is Healthy"
C. a book titled *Funny Stories That Will Make You Laugh*
D. an interview titled "How I Make People Laugh Every Day"

Item 22

Drop-Down Technology-Enhanced

Choose the words or phrases from the drop-down menus that BEST connect the ideas in the student's opinion paragraph.

I think a classroom pet will provide a great learning opportunity for everyone. We can practice our science skills by observing the animal. We can practice our math skills [_____ ▼] we must buy food and supplies for the pet. There are many small animals to choose from. [_____ ▼], fish, hamsters, and rabbits are all good choices for our classroom pet.

➲ Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

I think a classroom pet will provide a great learning opportunity for everyone. We can practice our science skills by observing the animal. We can practice our math skills [_____ ▼] we must buy food and supplies for the pet. There are many small animals to choose from. [_____] hamsters, and rabbits are all good choices for our classroom pet.

while
since
even though

I think a classroom pet will provide a great learning opportunity for everyone. We can practice our science skills by observing the animal. We can practice our math skills [_____ ▼] we must buy food and supplies for the pet. There are many small animals to choose from. [_____ ▼], fish, hamsters, and rabbits are all good choices for our classroom pet.

Besides
However
For example

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

Item 23

Drag-and-Drop Technology-Enhanced

A student is sorting notes from the following source. The student wants to write a report about vegetables that need lots of sunshine to grow. Move the TWO vegetables that need lots of sunshine onto the notecard.

Some vegetables need plenty of sun to grow well, while others grow better in the shade. If you have a sunny garden, try growing watermelon or corn. If your garden is in the shade, you might want to grow lettuce. Most peppers grow best when they get six to eight hours of bright sunlight. Peas and carrots grow best when they get a few minutes of sunlight each day.

Garden Plants That Need Lots of Sunshine
-
-

corn

peas

carrots

lettuce

peppers

➲ Use a mouse, touchpad, or touchscreen to move the descriptions below the notecard into the notecard next to the bullets.

SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
10	ELAGSE3RI1 Informational/ Explanatory	2	C	The correct answer is choice (C) ". . . they wouldn't be as tired at night." Choice (A) is incorrect because it makes no logical sense. Choice (B) is incorrect because the author makes no connection between being interested in classes and doing homework. Choice (D) is incorrect because there is no logical connection made between homework and half the students coming at a different time.
11	ELAGSE3RI2 Informational/ Explanatory	2	D	The correct answer is choice (D) They also might stay up later to get their homework done. The author discusses how a later start time results in students sacrificing sleep to complete homework. Choice (A) is incorrect because it is connected to the counterargument. Choices (B) and (C) are incorrect because these statements are not reasons that support the opinion.
12	ELAGSE3RI9 Informational/ Explanatory	3	A	The correct answer is choice (A) School start time should be based on what is best for student learning. Both authors talk about what is best for students to learn. Choices (B) and (C) are incorrect because only one author makes these claims. Choice (D) is incorrect because the claim is only partially supported in one of the passages.
13	ELAGSE3W1, ELAGSE3L1, ELAGSE3L2	4	N/A	See scoring rubric beginning on page 83 and sample response on page 59.
14	ELAGSE3RI8 Informational/ Explanatory	2	B	The correct answer is choice (B) They compare some features of different snails. Meyer uses comparison to help explain why the cowrie is a special snail and his favorite creature. Choice (A) is incorrect because Meyer only mentions the cowrie in this section. Choice (C) is incorrect because no problems are introduced in the section. Choice (D) is incorrect because, although shiny shells are mentioned, why they are shiny is not explained in this section.
15	ELAGSE3RI5 Informational/ Explanatory	2	D	The correct answer is choice (D) What other tools do you use? This section explains why Harper uses cameras to help keep track of the 13,000 acres of wildlife area. Choices (A) and (B) are incorrect because they do not include information about equipment Harper uses as part of his job. Choice (C) is incorrect because, although this section does include equipment Harper uses, the section is about the use of GPS.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
16	ELAGSE3RI9 Informational/ Explanatory	3	B	The correct answer is choice (B) how to figure out if you might like a certain job. Both Meyer and Harper discuss how to learn about a career you are interested in and mention the type of person who would be interested in learning about their career. Choice (A) is incorrect because neither sentence emphasizes the importance of the jobs. Choice (C) is incorrect because, although the sentences are encouraging kids to take an interest in a career, they are not encouraging kids to take an interest in science. Choice (D) is incorrect because neither Meyer nor Harper provide steps to gain knowledge.
17	ELAGSE3W3 Narrative	4	N/A	See scoring rubric beginning on page 79 and sample responses on page 60.
18	ELAGSE3W1a	2	B	The correct answer is choice (B) If you need a new book to read, I think you will enjoy *The Missing Camera* because it is the best mystery book I have ever read. The sentence introduces the student's opinion, which is that he or she thinks The Missing Camera is the best mystery book. Choice (A) is incorrect because, although it mentions the book, it does not include an opinion. Choice (C) is incorrect because, although it mentions the book, the sentence does not introduce the opinion supported by details in the paragraph. Choice (D) is incorrect because, although the sentence mentions the book, it does not include an opinion.
19	ELAGSE3W2c	2	B	The correct answer is choice (B) For example. This linking phrase connects the monarch description to the previous sentences about colors and patterns. Choice (A) is incorrect because the sentences are not explaining a cause and effect. Choice (C) is incorrect because the sentence is not an additional characteristic of butterflies. Choice (D) is incorrect because there is no comparison occurring between the two sentences.
20	ELAGSE3W3a	2	D	The correct answer is choice (D) Today, I started teaching my brother Jason how to swim at the pool. This sentence introduces the characters and the event that are the focus of the paragraph. Choice (A) is incorrect because, although the sentence introduces the characters, it does not introduce the specific event. Choice (B) is incorrect because it does not focus on the two main characters or set up the specific event in the paragraph. Choice (C) is incorrect because the sentence does not introduce the specific characters or event described in the paragraph.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
21	ELAGSE3W8	2	B	The correct answer is choice (B) an article titled "Why Laughing Is Healthy." This is the best source because the student's report is about the health benefits of laughing. Choice (A) is incorrect because even though the topic of the source is about why the body does something, it does not support how laughing is good for the body. Choices (C) and (D) are incorrect because the source topics do not relate to the health benefits of laughing.
22	ELAGSE3W1c	2	N/A	See scoring rubric and exemplar response on page 61.
23	ELAGSE3W8	2	N/A	See scoring rubric and exemplar response on page 62.

EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 13

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based opinion response on pages 83 and 84 to see why this example would earn the maximum number of points.

I agree with the author of "School Starts Too Early." I think school should start later in the day. The most important thing for a student to do well is to get a good night's sleep. The author says that people have studied the subject. What they found out is that students who get up early don't sleep as much. They do worse than students who get up later.

Starting school later may cost money, but students will learn more. Learning is the most important thing. I think schools can find a way to pay for more buses. Also, the author of "Don't Change!" says getting up early means you will be successful. That's not always true. Sometimes it just means you will be more tired. For these reasons, I agree with author of "School Starts Too Early." School really should start later in the day.

Item 17

To view the four-point holistic rubric for a text-based narrative response, see pages 79 and 80.

Exemplar Response

Points Awarded	Sample Response
4	On no! It looks like one of my cameras stopped working near the woods. I grabbed my GPS and got in my jeep. I started driving toward the hiking trail. I got there and got out of the jeep. I grabbed my bag. I had a replacement camera, some trail mix, and a water bottle. It was a hot day! I was already sweaty. I started walking down the trail. I saw some kids walking towards me. One of them looked really dirty. "Everything alright?" I asked. I had a first-aid kit in my bag if they had gotten hurt. "Just slipped in some mud," the one kid said. He looked embarrassed. "Be safe," I said. Then, I continued to the broken camera. I set up the new one and put the old one in my bag. It only took a few minutes. Once I finished, I took a big gulp of water from my water bottle. Then, I started hiking back to my jeep. I spotted some birds and squirrels peeking at me from an evergreen tree on my way. I got to my jeep and I started it. Then, I drove down the dirt road. There was always more patrolling to do in the refuge.
3	I put on my scuba gear and dove into the water. As I swam down to the ocean floor, I passed some other people who were also exploring the ocean. I waved to them, and they waved back. They pointed down below. Must be something down there, I thought. I was curious so I continued swimming to the ocean floor. On some rocks at the bottom of the ocean were some snails called cowries. They are very pretty. I studied them for a while. Finally, I swam back to the surface and went home so I could write down my discoveries in my notebook.
2	Today I started with a foot patrol. I walked around the woods and looked for animals or people that needed help. I saw some birds. I also found some kids hiking on the trail.
1	I am a marine biologist. I spent most of my day studying some cowries.
0	Marine biologists study sea creatures.

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

Item 22

Scoring Rubric

Points	Description
1	The student correctly selects both drop-down menu options.
0	The student does not correctly select both drop-down menu options.

Exemplar Response

The correct response is shown below.

I think a classroom pet will provide a great learning opportunity for everyone. We can practice our science skills by observing the animal. We can practice our math skills [since ⌄] we must buy food and supplies for the pet. There are many small animals to choose from. [For example ⌄], fish, hamsters, and rabbits are all good choices for our classroom pet.

In the first drop-down menu, the correct response is "since" because this transition word best demonstrates the cause and effect that the sentence calls for. In the second drop-down menu, the correct response is "For example" because this transition phrase best demonstrates that an example follows.

Item 23

Scoring Rubric

Points	Description
2	The student correctly fills in both bullets (order within the box does not matter).
1	The student correctly fills in one bullet (order within the box does not matter).
0	The student does not correctly fill in either bullet.

Exemplar Response

The correct response is shown below.
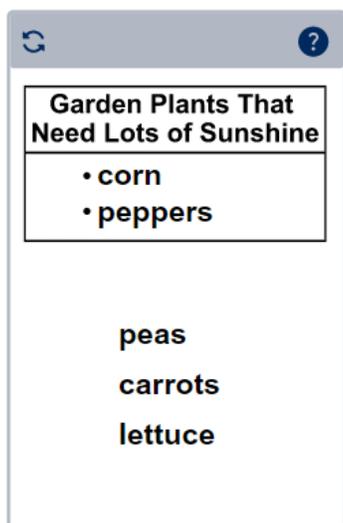
The correct responses are "corn" and "peppers." These are the correct responses because the stimulus text says "If you have a sunny garden, try growing watermelon or corn." The text also says "Most peppers grow best when they get six to eight hours of bright sunlight." These details demonstrate that only corn and peppers can be correct. NOTE: The order of the details does not matter.

Unit 4: Language

CONTENT DESCRIPTION

The language portion of the English Language Arts test focuses on the conventions of Standard English, including grammar and usage and the proper use of capitalization, punctuation, and spelling.

Conventions of Standard English

- Use correct grammar and usage when writing.
- Use correct capitalization, punctuation, and spelling.

Knowledge of Language

- Express yourself clearly and in an interesting way.
- Choose your words carefully so your readers understand what you are writing.

Vocabulary Acquisition and Use

- Vary the words you use in your writing.
- Use different strategies (e.g., context, affixes, roots) to help you determine the meaning of unknown or multiple-meaning words.
- Determine the literal and non-literal meanings of words and phrases in context.
- Use glossaries or dictionaries to determine the precise meanings of words or phrases.

KEY TERMS

Grammar: The set of rules for language. (L1)

Usage: Using the correct word when there is a choice (e.g., *to*, *too*, and *two*). (L1)

Noun: A part of speech that is a person, place, or thing. *Mother*, *school*, and *desk* are all nouns. (L1a, L1b, L1c)

Pronoun: A part of speech that is used instead of a noun when the meaning of the noun is already understood. *I*, *we*, *he*, *she*, *they*, and *it* are all pronouns. (L1a)

Verb: A part of speech that represents action or is a "doing" word. *Jump*, *walk*, *ski*, and *scare* are all verbs. (L1a)

Adjective: A part of speech that describes a noun. *Beautiful*, *tall*, *blue*, and *interesting* are all adjectives. (L1a)

Adverb: A part of speech that adds more description to verbs, adjectives, and other adverbs. Adverbs usually end in *-ly*. *Quietly*, *thoroughly*, *frantically*, and *lovingly* are all adverbs. (L1a)

Regular plural nouns: A noun that means there is more than one of something. Regular plural nouns are usually formed by adding an *s* to the end of a noun. For example, *cat* is a singular noun. When we add *s* to the end, we create the plural noun *cats*. (L1b)

Irregular plural nouns: A plural noun that cannot be formed just by adding *s* to the end. Often, one or more letters in the noun must be changed for it to become plural. For example, *shelf*, *man*, *person*, *tooth*, and *child* are singular nouns. When these nouns change to plural, they become *shelves*, *men*, *people*, *teeth*, and *children*. (L1b)

Abstract noun: An idea, feeling, or quality that cannot be sensed with the five senses. For example, *energy*, *knowledge*, *pride*, and *courage* are abstract nouns. (L1c)

Regular verb: A verb that follows the standard rule of adding *-ed* to change the verb from present to past tense. For example, *talk* is a regular present tense verb. To change the verb to past tense, we add *-ed* to form *talked*. (L1d)

Irregular verb: A verb that does not follow the rule of adding *-ed* to make the verb past tense. Irregular verbs often differ in spelling or form when changing from present to past tense. For example, these verbs are present tense: *run*, *sing*, *feel*, *go*. The past tense forms of these verbs are *ran*, *sang*, *felt*, *went*. (L1d)

Verb tense: Variation in a verb to express different periods of time or how long an action lasts. Verb tenses include past, present, future, conditional, and perfect. (L1e)

Subject-verb agreement: Subjects and verbs must agree with each other in number. If a subject is singular, the verb must be singular as well. If a subject is plural, the verb must be plural as well. For example, *The child runs* has a singular subject and verb. *The children run* has a plural subject and verb. (L1f)

Pronoun-antecedent agreement: A pronoun must agree in number with the noun it is replacing. If the noun is singular, the pronoun must be singular. For example, in the sentence *The dog slept on its bed*, the singular pronoun *its* replaces the singular noun *dog*. In the sentence *The students sat at their desks*, the plural pronoun *their* replaces the plural noun *students*. (L1f)

Comparative adjectives and adverbs: Words that compare two things with each other and often end in *-er*. In the sentence *My brother is taller than I am*, the adjective *taller* is a comparative adjective because it compares the heights of the speaker and the brother. In the sentence *My sister runs faster than I do*, the adverb *faster* compares how fast the speaker and the sister run. (L1g)

Superlative adjectives and adverbs: Words that compare more than two things with one another and often end with *-est*. In the sentence *I am the oldest of four siblings*, the adjective *oldest* compares the speaker to the other four siblings. In the sentence *The tortoise was the slowest of the animals in the race*, the adverb *slowest* compares how fast the tortoise ran in comparison to the other animals in the race. (L1g)

Coordinating conjunction: A word that is used to combine two simple sentences. For example, *and*, *or*, and *but*. (L1h)

Subordinating conjunction: A word used in a complex sentence to combine a simple sentence and a dependent clause. Examples are *because, although*, and *since*. (L1h)

Simple sentence: A simple sentence expresses a single complete thought and contains a subject and a verb; for example, *The child rode his bicycle to school*. The sentence expresses a single thought and contains the subject *child* and the verb *rode*. (L1i)

Compound sentence: A compound sentence contains two independent clauses joined by a conjunction. An independent clause is a part of a sentence that can stand alone because it expresses a complete thought and has a subject and a verb. For example, *The child rode his bicycle to school, so he made it to his first class on time*. The sentence contains two independent clauses joined by the conjunction *so*. (L1i)

Complex sentence: A complex sentence contains an independent clause joined by one or more dependent clauses. A dependent clause is a part of a sentence that cannot stand alone because it does not express a complete thought or is missing a subject or verb. For example, *After the child rode his bicycle to school, he decided to stop for breakfast in the cafeteria*. The sentence is a complex sentence because *After the child rode his bicycle to school* is a dependent clause joined to the independent clause *he decided to stop for breakfast in the cafeteria*. (L1i)

Capitalize: To make the first letter of a word uppercase. (L2a)

Punctuation: Writing marks that help to separate and clarify ideas. Appropriate words in titles are capitalized. Commas are used when directly addressing people to separate their forms of address from the rest of the sentence. Commas and quotation marks are used for dialogue to show the exact words being said. Other examples of punctuation are periods, colons, exclamation marks, and question marks. (L2)

Possessives: Nouns that show ownership or possession. Possessive nouns are usually formed by adding *'s* to the end of a noun. For example, to show that Jane possesses a book, we would write, *Jane's book*. (L2d)

Conventions: Rules for how to spell words, write sentences, and use punctuation so that everyone who reads or speaks that language will understand the intended meaning. For example, capitalizing the first word of a sentence is a convention of the English language. (L3)

Context clues: The words, facts, or ideas in a text that help you understand the meaning of an unknown word. (L4, L4a)

Context: Words and phrases that surround an unknown word or phrase and help to explain its meaning. Sometimes a word cannot be understood without the context of the words and phrases around it. For example, the word "sink" is a **multiple-meaning word** because it could mean several things. The meaning is clear when the full sentence is included: *She will throw the basketball up high from midcourt and sink it through the hoop for three points.* (L4, L4a)

Affix: Letters added to a root word that change its meaning. For example, when the prefix *dis-* is added to the word *interest*, the word *disinterest* means the opposite of the root word *interest*. (L4b)

Root word: The base word. Knowing the meaning of the root word can help a reader determine the meaning of other forms of the word. For example, if you know that the root word "school" is a place that provides knowledge, you may be able to guess that a "scholar" is someone who is seeking knowledge. (L4c)

Dictionary: A reference book that provides the **precise**, or exact, meanings of words and phrases. (L4d)

Glossary: An alphabetical list of words and phrases and their meanings. A glossary is often found at the end of a text. (L4d)

Non-literal language: To understand non-literal, or figurative, language you have to do more than define the words in the phrase. You need to distinguish between literal and figurative meanings of words and phrases. **Literal** refers to the "primary meaning of a word or phrase." For example, if someone describes recess by saying, "It was a zoo," he or she is using non-literal language. Recess was noisy with many different people running around; it was not literally a zoo. (L5a)

Important Tips

- ✎ To study for this part of the EOG assessment, concentrate on the kinds of errors you typically make in your own writing. Then review grammar rules for those specific kinds of errors. Use books or free online resources to find practice items that you can try. You can work with a partner and question each other on grammar rules or try editing sentences together. Focus your review time on strengthening the areas or skills that need it the most.

- ✎ When you are faced with an unknown word, go back to the passage. Start reading two sentences before the word appears, and continue reading for two sentences afterward. If that doesn't give you enough clues, look elsewhere in the passage. By reading the context in which the word appears, you may be able to make an educated guess.

SAMPLE ITEMS

Item 24

Selected-Response

Which sentence uses a plural noun correctly?

A. There are three childs playing in the garden.
B. Roger thinks dogs are better pets than mice.
C. Louise lost two baby tooths in the same week.
D. There are lots of deers in the woods near my house.

Item 25

Selected-Response

Which sentence has an error in spelling?

A. The bus was stuck in traffic.
B. Grandma always wears a necklace.
C. They need to repare the broken desk.
D. I wonder if there is life on other planets.

Item 26

Selected-Response

Which sentence uses a possessive noun correctly?

A. My parrots' beak was a bright yellow.
B. Sarah borrowed her brother's mittens.
C. We can use the schools' camera to film.
D. The two team's colors were the same green.

Item 27

Selected-Response

Which form of the verb BEST completes the sentence?

Last May, Rita _____ a soccer team.

A. will join
B. joins
C. has joined
D. joined

Item 28

Selected-Response

Read the sentence.

I just heard that my friend took his <u>young</u> dog to the vet.

Which sentence correctly explains how the underlined word is used?

A. The underlined word tells where the vet is.
B. The underlined word describes the friend.
C. The underlined word tells what the friend did.
D. The underlined word describes the dog.

Item 29

Selected-Response

Which sentence uses the verb correctly?

A. The cat licked the bowl of water.
B. We runned to the gym after school.
C. My friend knowed about the homework.
D. The teacher shutted the book at the end.

Item 30

Selected-Response

Read the sentence.

The soup we made was warm _____ delicious.

Which word BEST links the two ideas?

A. and
B. but
C. for
D. or

Item 31

Selected-Response

Which title is capitalized correctly?

A. Favorite Animal stories for Kids
B. Favorite animal stories for Kids
C. Favorite Animal Stories for Kids
D. Favorite Animal Stories For Kids

Item 32

Selected-Response

Which sentence uses quotation marks correctly?

A. "My teacher asked, Do you have any pets?"
B. My brother shouted, Hurry or "we will be late!"
C. Annebelle "said, I love riding my bike."
D. I asked, "When can we go to the library?"

Item 33

Selected-Response

Which pair of words would BEST help a student find the underlined word on a dictionary page?

  I hope that you have the <u>courage</u> to always try to do what is right.

A. cat—coat
B. child—cool
C. copy—curl
D. complete—copper

Item 34

Drop-Down Technology-Enhanced

Complete the sentence by choosing the correct plural noun from each drop-down menu.

In the spring, the [＿＿＿＿＿ ▾] make nests near the pond, while the [＿＿＿＿＿ ▾] skip through the forest.

➲ Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

In the spring, the [＿＿＿＿＿ ▾] make nests near the pond, while the [＿＿＿＿＿ ▾] skip through the forest.

gooses
goosies
geese

bunnys
bunnies
bunnyies

Item 35

Drop-Down Technology-Enhanced

Complete the sentences by choosing the correct option from each drop-down menu.

Joel and his uncle decided to bake cookies. Joel chose a recipe from a cookbook called [_____ ▼] They gathered the ingredients they needed: sugar, butter, flour, and oatmeal. As the cookies were [____ ▼] Joel's mom walked into the kitchen and asked, "What smells so [____ ▼]

➲ Use a mouse, touchpad, or touchscreen to click the arrow beside each of the three blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

Joel and his uncle decided to bake cookies. Joel chose a recipe from a cookbook called [_____ ▼] They gathered the ingredients they needed: sugar, butter, flour, and oatmeal. As the cookies w[____]s mom walked into the kitchen and asked, "What smells so [____ ▼]

Cooking For Kids.
Cooking for Kids.

Joel and his uncle decided to bake cookies. Joel chose a recipe from a cookbook called [_____ ▼] They gathered the ingredients they needed: sugar, butter, flour, and oatmeal. As the cookies were [____ ▼] Joel's mom walked into the kitchen and asked, "What smells so [____ ▼]

baking,
bakeing,

Joel and his uncle decided to bake cookies. Joel chose a recipe from a cookbook called [_____ ▼] They gathered the ingredients they needed: sugar, butter, flour, and oatmeal. As the cookies were [____ ▼] Joel's mom walked into the kitchen and asked, "What smells so [____ ▼]

yummy?"
yummy"?

SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
24	ELAGSE3L1b	2	B	The correct answer is choice (B) Roger thinks dogs are better pets than mice. "Mice" is the plural form of "mouse." Choice (A) is incorrect because "children" is the plural form of "child." Choice (C) is incorrect because "teeth" is the plural form of "tooth." Choice (D) is incorrect because "deer" is the plural form of "deer."
25	ELAGSE3L2e	2	C	The correct answer is choice (C) They need to repare the broken desk. The word repair is spelled incorrectly in the sentence. In choices (A), (B), and (D), all words are spelled correctly.
26	ELAGSE3L2d	2	B	The correct answer is choice (B) Sarah borrowed her brother's mittens. Brother is singular in this case. Choice (A) is incorrect because parrot is a singular noun, so the form should be parrot's. Choice (C) is incorrect because school is a singular noun, so the correct form is school's. Choice (D) is incorrect because teams is plural, so the form should be teams'.
27	ELAGSE3L1e	2	D	The correct answer is choice (D) joined. Last May is a specific time in the past. Choice (A) is incorrect because will join is in the future. Choice (B) is incorrect because joins is simple present to express future. Choice (C) is incorrect because has joined refers to a time connected to the present, such as this week.
28	ELAGSE3L1a	2	D	The correct answer is choice (D) The underlined word describes the dog. The adjective young is placed immediately before dog and thus it modifies dog. Choice (A) is incorrect because the adjective young does not describe a location. Choice (B) is incorrect because young modifies dog, not friend. Choice (C) is incorrect because young is unrelated to the friend's actions.
29	ELAGSE3L1d	2	A	The correct answer is choice (A) The cat licked the bowl of water. The verb licked is conjugated correctly for this sentence. Choices (B), (C), and (D) are incorrect because runned, knowed, and shutted are all incorrect conjugations of verbs.
30	ELAGSE3L1h	2	A	The correct answer is choice (A) and. The conjunction and correctly connects warm and delicious. Choices (B), (C), and (D) are incorrect because the words but, for, and or do not make sense in the sentence.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
31	ELAGSE3L2a	2	C	The correct answer is choice (C) Favorite Animal Stories for Kids. This choice follows the rules for capitalizing titles. Choice (A) is incorrect because stories is an important word in the title and should be capitalized. Choice (B) is incorrect because animal stories are important words and should be capitalized. Choice (D) is incorrect because the word for is not a word that is capitalized in titles unless it is the first word in the title.
32	ELAGSE3L2c	2	D	The correct answer is choice (D) I asked, "When can we go to the library?" The quotation marks are used correctly, setting off the question. Choice (A) is incorrect because the phrase My teacher asked does not need quotation marks. Choice (B) is incorrect because it does not include the first part of the sentence Hurry or. Choice (C) is incorrect because said should not be included in quotation marks.
33	ELAGSE3L2g	3	C	The correct answer is choice (C) copy—curl. The word courage would be found somewhere between those two words in a dictionary. Choices (A), (B), and (D) are incorrect because the word courage would not be found between those word pairings.
34	ELAGSE3L1b	1	N/A	See scoring rubric and exemplar response on page 75.
35	ELAGSE3L2	2	N/A	See scoring rubric and exemplar response on page 76.

EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 34

Scoring Rubric

Points	Description
1	The student correctly selects both drop-down menu options.
0	The student does not correctly select both drop-down menu options.

Exemplar Response

The correct response is shown below.

In the spring, the [geese   ⌄] make nests near the pond, while the [bunnies   ⌄] skip through the forest.

In the first drop-down menu, the correct response is "geese." In the second drop-down menu, the correct response is "bunnies." These are the correct responses because these are the only grammatically correct ways to form these plural nouns.

Item 35

Scoring Rubric

Points	Description
2	The student correctly selects all three drop-down menu options.
1	The student correctly selects two drop-down menu options.
0	The student does not correctly select at least two drop-down menu options.

Exemplar Response

The correct response is shown below.

Joel and his uncle decided to bake cookies. Joel chose a recipe from a cookbook called [Cooking for Kids. ▾] They gathered the ingredients they needed: sugar, butter, flour, and oatmeal. As the cookies were [baking, ▾] Joel's mom walked into the kitchen and asked, "What smells so [yummy?" ▾]

In the first drop-down menu, the correct response is "Cooking for Kids." because each word in a book title, except for prepositions, should be capitalized. In the second drop-down menu, the correct response is "baking," because the silent "e" in "bake" is dropped when the suffix -ing, which begins with a vowel, is added to the end of the word. In the third drop-down menu, the correct response is "yummy?"" because in dialogue, the quotation marks are set after the punctuation for the sentence or question.

ACTIVITY

The following activity develops skills in Unit 4: Language.

Standard: ELAGSE3L1a-i

This activity is based on the card game Go Fish.

Prepare three stacks of index cards, 40 cards in each stack. In each stack, ten cards will have random nouns written on one side, ten will have adjectives, ten will have verbs, and ten will have adverbs. Make sure to include irregular forms, such as the adverb "well," as well as verbs in different tenses.

If you need help remembering what the parts of speech are, take a piece of paper and fill in ten words under each category. Work with a partner, family member, or someone else.

| nouns | verbs | adjectives | adverbs |

Take five cards from a stack. The object of the game is to collect as many groups of words as possible. A group is five of the same kind of words.

If a player has a certain kind of card, such as an adjective, she selects an individual opponent and asks, "Do you have any . . . adjectives?" for example. That person must surrender an adjective card. If the opponent doesn't have an adjective, he says, "Go fish!" and the player must "fish" from the unused portion of the deck.

The cards have only the words, not the category, written on them, so there may be some discussion about who is correct.

WRITING RUBRICS

Grade 3 items that are not machine-scored—i.e., constructed-response, extended constructed-response, and extended writing-response items—are manually scored using either a holistic rubric or a two-trait rubric.

Four-Point Holistic Rubric

Genre: Narrative

A holistic rubric evaluates one major trait, which is ideas. On the Georgia Milestones EOG assessment, a holistic rubric is scored from zero to four. Each point value represents the difference in the levels or quality of the student's work. To score an item on a holistic rubric, a scorer need only choose the criteria and associated point value that best represents the student's work. Increasing point values represent a greater understanding of the content and, thus, a higher score.

Seven-Point, Two-Trait Rubric

Genre: Opinion or Informational/Explanatory

A two-trait rubric, on the other hand, evaluates two major traits, which are ideas and conventions. On the Georgia Milestones EOG assessment, a two-trait rubric contains two scales, one for each trait, ranging from zero to four on one scale (ideas) and zero to three on the other (conventions). A score is given for each of the two traits, for a total of seven possible points for the item. To score an item on a two-trait rubric, a scorer must choose the criteria and associated point value for each trait that best represents the student's work. The two scores are added together. Increasing point values represent a greater understanding of the content and, thus, a higher score.

On the following pages are the rubrics that will be used to evaluate writing on the Georgia Milestones Grade 3 English Language Arts EOG assessment.

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

Four-Point Holistic Rubric

Genre: Narrative

Writing Trait	Points	Criteria
This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.	4	*The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.* • Effectively establishes a situation and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally • Effectively uses narrative techniques, such as dialogue and description, to develop interesting experiences and events or show the response of characters to situations • Uses a variety of words and phrases consistently to signal the sequence of events • Provides a sense of closure that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning*
	3	*The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.* • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the response of characters to situations • Uses words and/or phrases to indicate sequence • Provides an appropriate sense of closure • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions with no significant effect on meaning*
	2	*The student's response is an incomplete or oversimplified narrative based on text as a stimulus.* • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the response of characters to situations • Uses occasional signal words to indicate sequence • Provides a weak or ambiguous sense of closure • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning*

Four-Point Holistic Rubric

Genre: Narrative
(continued)

Writing Trait	Points	Criteria
This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.	1	*The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.* • Response is a summary of the story • Provides a weak or minimal introduction of a situation or a character • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description to develop experiences and events or show the response of characters to situations • Uses words that are inappropriate, overly simple, or unclear to convey any sense of event order • Provides a minimal or no sense of closure • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning*
	0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

Seven-Point, Two-Trait Rubric

Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence *This trait examines the writer's ability to effectively establish a controlling idea, support the idea with evidence from the text(s) read, and elaborate on the idea with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from the text[s] read) in order to create cohesion for an informative/explanatory essay.*	4	*The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.* • Effectively introduces a topic • Effectively develops the topic with multiple facts, definitions, and details • Groups related ideas together to give some organization to the writing • Effectively uses linking words and phrases to connect ideas within categories of information • Provides a strong concluding statement or section
	3	*The student's response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.* • Introduces a topic • Develops the topic with some facts, definitions, and details • Groups some related ideas together to give partial organization to the writing • Uses some linking words to connect ideas within categories of information, but relationships may not always be clear • Provides a concluding statement or section
	2	*The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.* • Attempts to introduce a topic • Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic • Ineffectively groups some related ideas together • Uses few linking words to connect ideas, but not all ideas are well connected to the topic • Provides a weak concluding statement or section
	1	*The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.* • May not introduce a topic or topic is unclear • May not develop a topic • May be too brief to group any related ideas together • May not use any linking words to connect ideas • Provides a minimal or no concluding statement or section
	0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

Seven-Point, Two-Trait Rubric

Trait 2 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
Language Usage and Conventions *This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.*	3	*The student's response demonstrates full command of language usage and conventions.* • Has clear and complete sentence structure, with appropriate range and variety • Shows knowledge of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	*The student's response demonstrates partial command of language usage and conventions.* • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	*The student's response demonstrates weak command of language usage and conventions.* • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

Seven-Point, Two-Trait Rubric

Trait 1 for Opinion Genre

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence *This trait examines the writer's ability to effectively establish a point of view and to support the opinion with reasons from the text(s) read. The writer must form an opinion from the text(s) in his/her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.*	4	*The student's response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.* • Effectively introduces a topic and clearly states an opinion • Creates an effective organizational structure to group reasons • Provides clear, relevant reasons to support the opinion • Uses linking words and phrases effectively to connect opinions and reasons • Provides a strong concluding statement or section
	3	*The student's response is a complete opinion piece that examines a topic and supports a point of view based on text.* • Introduces a topic and states an opinion • Provides some organizational structure to group reasons • Provides reasons to support the opinion • Uses some linking words to connect opinions and reasons • Provides a concluding statement or section
	2	*The student's response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.* • Attempts to introduce a topic and state an opinion • Attempts to provide some organization, but structure sometimes impedes the reader • Attempts to provide reasons that sometimes support the opinion • Uses few linking words to connect opinions and reasons; connections are not always clear • Provides a weak concluding statement or section
	1	*The student's response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.* • May not introduce a topic or state an opinion • May not have any organizational structure evident • May not provide reasons to support the opinion • May not use any linking words to connect opinions and reasons • Provides a minimal or no concluding statement or section
	0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

Seven-Point, Two-Trait Rubric

Trait 2 for Opinion Genre

Writing Trait	Points	Criteria
Language Usage and Conventions *This trait examines the writer's ability to demonstrate control of sentence formation, usage and mechanics as embodied in the grade-level expectations of the language standards.*	3	*The student's response demonstrates full command of language usage and conventions.* • Has clear and complete sentence structure, with appropriate range and variety • Shows knowledge of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	*The student's response demonstrates partial command of language usage and conventions.* • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	*The student's response demonstrates weak command of language usage and conventions.* • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

Georgia Milestones Grade 3 ELA Study/Resource Guide for Students and Parents

APPENDIX: LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	✓	✓	✓	✓	✓	✓	✓	✓
L.3.3a. Choose words and phrases for effect.	✓	✓	✓	✓	✓	✓	✓	✓
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		✓	✓	✓	✓	✓	✓	✓
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).		✓	✓	✓	✓	✓	✓	✓
L.4.3a. Choose words and phrases to convey ideas precisely.*		✓	✓	✓				
L.4.3b. Choose punctuation for effect.		✓	✓	✓	✓	✓	✓	✓
L.5.1d. Recognize and correct inappropriate shifts in verb tense.			✓	✓	✓	✓	✓	✓
L.5.2a. Use punctuation to separate items in a series.†			✓	✓	✓	✓		
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.				✓	✓	✓	✓	✓
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				✓	✓	✓	✓	✓
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				✓	✓	✓	✓	✓
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				✓	✓	✓	✓	✓
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡				✓	✓	✓	✓	
L.6.3b. Maintain consistency in style and tone.				✓	✓	✓	✓	✓
L.7.1c. Places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					✓	✓	✓	✓
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					✓	✓	✓	✓
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.						✓	✓	✓
L.9-10.1a. Use parallel structure.							✓	✓

* Subsumed by L.7.3a
† Subsumed by L.9-10.1a
‡ Subsumed by L.11-12.3a

Study/Resource Guide
for Students and Parents
Grade 3
English Language Arts