

Grade 3

Literature and Informational Texts

Students who are working beyond the standard read at or above a level 40 and consistently exceed the end-of-year standard.

Term	Reads and comprehends a variety of grade level texts. RL.1 and RI.1;RI.3, RL 7 and RI 7; RL.10 and RI.10
1	Reads and comprehends grade level text (DRA 28-30/M/N). With prompting, uses a variety of strategies, (e.g. predicting, connecting, and visualizing) to comprehend text. With prompting, orally asks and answers questions to demonstrate understanding of a story, using information from illustrations and text. With prompting, orally asks and answers questions about non-fiction topics (Social Studies, Science, Math) using information from illustrations (e.g. maps, photographs) and text. <i>Also addressed in content areas.</i>
2	Reads and comprehends grade level text (DRA 30-34/N/O) Uses a variety of strategies (e.g. predicting, connecting, and visualizing) to comprehend text. Asks and answers questions, orally and in writing, to demonstrate understanding of a text, using information from illustrations and text. Asks and answers questions, orally and in writing, about non-fiction topics (Social Studies, Science, Math) using information from illustrations (e.g. maps, photographs) and text. <i>Also addressed in content areas.</i> Refers explicitly to the text to support answers. With prompting, makes inferences and supports them with text evidence.
3	Reads and comprehends grade level text (DRA 34-38/O/P) Uses a variety of strategies, (e.g. predicting, connecting, and visualizing) to comprehend text. Asks and answers questions, orally and in writing, to demonstrate understanding of a text, using information from illustrations and text. Asks and answers questions, orally and in writing, about non-fiction topics (Social Studies, Science, Math) using information from illustrations (e.g. maps, photographs) and text. <i>Also addressed in content areas.</i> Refers explicitly to the text to support answers. Makes inferences and supports them with text evidence.
Term	Determines key ideas/message of text and gives evidence. RL.2 and RI.2
1	Determines the central message, lesson, or moral of stories.

2	<p>Determines the central message, lesson or moral of stories, including fables, folktales, and myths from diverse cultures, and explains how it is conveyed through key details in a text.</p> <p>Determines the main idea and supporting details in an informational text.</p>
3	<p>Determines the central message, lesson or moral of stories, including fables, folktales, and myths from diverse cultures and explains how it is conveyed through key details in a text.</p> <p>Determines the main idea and supporting details in an informational text.</p>
Term	<p>Understands text structures, features, and elements. RL.3 and; RL.5 and RI.5; RL.6 and RI.6; MA.8a; RI.8</p>
1	<p>Identifies elements of fiction (characters, setting, plot, problem, solution) using a story map.</p> <p>Refers to parts of stories (e.g. chapters) when writing or speaking about a text.</p> <p>Identifies and uses text features (e.g. key words, sidebars) to locate information.</p>
2	<p>Identifies elements of fiction (characters, setting, plot, problem, solution) and elements of poetry (rhyme, rhythm, figurative language, alliteration, onomatopoeia).</p> <p>Describes characters in a story (traits, motivations, or feelings).</p> <p>Refers to parts of stories, dramas and poems when writing or speaking about a text, using terms such as <i>chapter, scene and stanza</i>.</p> <p>Identifies and uses text features (e.g. key words, sidebars) to locate information.</p> <p>Identifies an author's point of view.</p>
3	<p>Identifies elements of fiction (characters, setting, plot, problem, solution) and elements of poetry (rhyme, rhythm, figurative language, alliteration, onomatopoeia).</p> <p>Describes characters in a story (traits, motivations, or feelings) and explains how their actions contribute to the sequence of events.</p> <p>Refers to parts of stories, dramas and poems when writing or speaking about a text, using terms such as <i>chapter, scene and stanza</i>.</p> <p>Identifies and uses text features (e.g. key words, sidebars) to locate information efficiently.</p> <p>Describes connections within an informational text. (e.g. comparison, cause/effect, sequence).</p> <p>Identifies an author's point of view and distinguishes it from their own.</p>

Term	Summarizes important ideas and details in a text. R.L.2 and R.I.T.2
1	Recounts stories orally using temporal words (in the beginning, then, next, after that, etc.).
2	<p>Recounts stories, including fables, folktales, and myths from diverse cultures, using temporal words (in the beginning, then, next, after that, etc.).</p> <p>Determines the main idea in an informational text and recounts key details.</p> <p>Writes a scaffolded summary.</p>
3	<p>Recounts stories, including fables, folktales, and myths from diverse culture, using temporal words (in the beginning, then, next, after that, etc.).</p> <p>Determines the main idea in an informational text; recounts key details, and explains how they support the main idea.</p> <p>Writes a scaffolded summary.</p>

Term	Determines meaning of unknown words in text. RL.4 and RI.4; L.4 and L.5
1	<p>Determines meanings of words and phrases (including words with multiple meanings) in text using sentence-level context clues.</p> <p>With support, uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>Determines meaning of academic and domain-specific words and phrases relevant to a grade 3 topic or content area.</p>
2	<p>Determines meanings of words and phrases (including words with multiple meanings) in text using sentence-level context clues.</p> <p>Uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>Distinguishes literal from non-literal language.</p> <p>Determines meaning of academic and domain-specific words and phrases relevant to a grade 3 topic or content area.</p>
3	<p>Determines meanings of words and phrases (including words with multiple meanings) in text using sentence-level context clues, affixes (ex. re, pre, dis, less, ful), and root words.</p> <p>Uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>Distinguishes literal from non-literal language.</p> <p>Determines meaning of academic and domain-specific words and phrases relevant to a grade 3 topic or content area.</p>

Term	Compares/contrasts important points, elements, and key details of two or more texts. R.L.9, R.I.T.9
1	N/A
2	N/A
3	Compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. books from a series) Compares and contrasts the most important and key details presented in two texts on the same topic.

Foundational Skills

Term	Reads orally with accuracy and fluency. R.F.S.3 and R.F.S.4
1	Uses phonics and word analysis skills in decoding two-syllable words. Reads grade-appropriate, irregularly spelled words. Reads grade level text orally with accuracy, appropriate rate (80+ wpm), and expression.
2	Uses phonics and word analysis skills in decoding multi-syllable words. Reads grade-appropriate, irregularly spelled words. Reads grade level text orally with accuracy, appropriate rate (90+ wpm), and expression.
3	Uses phonics and word analysis skills in decoding multi-syllable words. Reads grade-appropriate, irregularly spelled words. Reads grade level text orally with accuracy, appropriate rate (100+ wpm), and expression.

Use reading rates as a guideline. If a student reads slightly below these guidelines, but reads with appropriate phrasing and attention to punctuation, they may still meet the standard.

Writing

Term	Writes narratives to develop real or imagined stories. W.3 and W.10
1	<p>Introduces a narrator and/or characters. Organizes events into a paragraph using transitional words and phrases. Uses descriptive details. Uses a variety of words and sentences. Provides a sense of closure.</p> <p>Writes 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 discipline-specific tasks, purposes and audiences.</p>
2	N/A
3	<p>Introduces a narrator and/or characters. Organizes events into a paragraph using transitional words and phrases. Uses descriptive details and dialogue. Uses a variety of words and sentences. Provides a sense of closure.</p> <p>Writes 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 discipline-specific tasks, purposes and audiences.</p>
Term	Writes opinion pieces supporting a point of view. W.1 and W.10
1	N/A

2	<p>Introduces a topic or text, states an opinion, and provides reasons that support the opinion. Uses linking words and phrases to connect opinion and reasons. Provides a concluding statement or section.</p> <p>Writes 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 discipline-specific tasks, purposes and audiences.</p>
3	N/A

Term	Writes informative/explanatory pieces to convey information. W.2 and W.10
1	N/A
2	N/A
3	<p>Introduces a topic, and groups related information together. Develops topic with facts, definitions, and details. Uses linking words and phrases to connect ideas. Provides a concluding statement or section.</p> <p>Writes 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 discipline-specific tasks, purposes and audiences.</p>

Term	Develops and strengthens writing as needed by planning, drafting, revising, and editing W.5
1	<p>Generates ideas and chooses a topic with support.</p> <p>Uses a graphic organizer with support.</p> <p>Makes some attempts to revise draft with support.</p> <p>Edits draft using taught grade level conventions with support.</p>
2	<p>Independently generates ideas and chooses a topic.</p> <p>Independently uses a graphic organizer; generates a graphic organizer with support.</p> <p>Revises draft with support; sometimes applies revision strategies from mini-lessons and/or teacher/peer conferences.</p> <p>Edits draft using taught grade level conventions with support.</p>
3	<p>Independently generates ideas and chooses a topic.</p> <p>Independently uses and generates a graphic organizer.</p> <p>Revises draft; applies revision strategies from mini-lessons and/or teacher/peer conferences.</p> <p>Edits draft using taught grade level conventions.</p>

Term	<p>Conducts short research projects about a topic.</p> <p>W.7 and W.8; RI.5, and RI.9</p> <p>All students will be graded on this standard in term 3 and at least one other term.</p>
1	<p>Uses text features and search tools to locate information efficiently.</p> <p>Takes brief notes.</p> <p>Sorts notes into provided categories.</p> <p>Conducts short research projects.</p>
2	<p>Uses text features and search tools to locate information efficiently.</p> <p>Takes brief notes.</p> <p>Sorts notes into provided categories.</p> <p>Conducts short research projects.</p>

Term	<p style="text-align: center;">Conducts short research projects about a topic. W.7 and W.8; RI.5, and RI.9</p> <p style="text-align: center;">All students will be graded on this standard in term 3 and at least one other term.</p>
3	<p>Uses text features and search tools to locate information efficiently. Takes brief notes. Sorts notes into provided categories. Conducts short research projects.</p>

Speaking and Listening

Term	<p style="text-align: center;">Engages effectively in a range of collaborative discussions SL.1, and SL.3</p>
1	<p>Follows rules for discussions. Asks and answers questions; stays on topic.</p>
2	<p>Follows rules for discussions. Asks and answers questions; stays on topic. With support, builds on others' ideas.</p>
3	<p>Follows rules for discussions. Asks and answers questions; stays on topic. Builds on others' ideas.</p>

Term	<p style="text-align: center;">Communicates effectively in oral presentations. SL.4, SL5, and SL.6</p>
1	<p>Tells a story or recounts an experience with relevant details. Speaks clearly, in complete sentences, at an understandable pace.</p>

Term	Communicates effectively in oral presentations. SL.4, SL5, and SL.6
2	Shares information on a topic, tells a story or recounts an experience with relevant facts and details. Speaks clearly, in complete sentences, at an understandable pace.
3	Reports on a topic, tells a story or recounts an experience with relevant facts and details. When appropriate, adds visual displays to enhance presentations. Speaks clearly, in complete sentences, at an understandable pace.

Language

Term	Spells grade-level words and uses spelling patterns accurately in daily writing. L.2e; L.2f; L2g
1	Applies studied spelling rules and patterns in daily writing. Spells grade-appropriate high frequency words correctly in daily writing. Uses spelling resources, as needed, in daily writing.
2	Applies studied spelling rules and patterns in daily writing. Spells grade-appropriate high frequency words correctly in daily writing. Uses spelling resources, as needed, in daily writing.
3	Applies studied spelling rules and patterns in daily writing. Spells grade-appropriate high frequency words correctly in daily writing. Uses spelling resources, as needed, in daily writing.

Term	Uses grade-level appropriate conventions (grammar, punctuation, and capitalization) in daily writing.* L.1 and L2. (a-d)
1	<p>Uses end punctuation correctly.</p> <p>Uses capital letters for proper nouns.</p> <p>Uses irregular plural nouns (e.g. men, children, people, mice).</p> <p>Produces simple and compound sentences.</p>
2	<p>Uses end punctuation correctly.</p> <p>Uses capital letters for proper nouns.</p> <p>Capitalizes appropriate words in titles.</p> <p>Uses commas in dates and addresses.</p> <p>Uses irregular plural nouns (e.g., men, children, people, mice), and irregular verbs (e.g., thought, ran, said).</p> <p>Produces simple and compound sentences.</p>
3	<p>Uses end punctuation correctly.</p> <p>Uses capital letters for proper nouns.</p> <p>Capitalizes appropriate words in titles.</p> <p>Uses commas in dates and addresses.</p> <p>Uses commas and quotation marks in dialogue.</p> <p>Uses irregular plural nouns (e.g., men, children, people, mice), and irregular verbs (e.g., thought, ran, said).</p> <p>Use comparative and superlative adjectives correctly.</p> <p>Produces simple, compound, and complex sentences.</p>

*As the year progresses, students should use these conventions with increasing accuracy and independence.

Term	Understands and uses grade-level vocabulary. L.5 and L.6
1	Understands and uses vocabulary taught through literature and content area instruction.
2	Understands and uses vocabulary taught through literature and content area instruction.

Term	Understands and uses grade-level vocabulary. L.5 and L.6
3	Understands and uses vocabulary taught through literature and content area instruction.