Report Card Companion Doc: Grade 3

Foundational Skills: Reading

USES GRADE-LEVEL PHONICS AND WORD ANALYSIS SKILLS TO DECODE UNKNOWN WORDS *(Phonics and Word Recognition)*

Standard L.RF.3.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Identify(ies) and know(s) the meaning of the most common prefixes and derivational suffixes

- Decode(s) word with common Latin suffixes

- Decode(s) multisyllable words

- Read(s) grade-appropriate irregularly spelled words

- Analyze(s) the regular and irregular parts of high-frequency words

Report Card Companion, Grade 3

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READS WITH ACCURACY AND FLUENCY

Standard L.RF.3.4 *(Fluency)*

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Read(s) grade-level texts with purpose and understanding

- Read(s) grade-level texts orally with accuracy, appropriate rate, and expression

- Use(s) context to confirm or self-correct word recognition and understanding, rereading as necessary

Reading Domain

ASKS AND ANSWERS QUESTIONS/MAKES RELEVANT CONNECTIONS TO UNDERSTAND TEXTS, REFERRING EXPLICITLY TO TEXTUAL EVIDENCE Standard RL.CR.3.1, RI.CR.3.1			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**
- Ask(s) and answer(s) questions and make relevant connections to demonstrate understanding of a literary and a informational text - Refer(s) explicitly to textual evidence as the basis for the answers			

RECOUNTS KEY DETAILS FROM A TEXT IN ORAL AND WRITTEN FORM AND EXPLAINS HOW THEY SUPPORT THEME/MAIN IDEA

Standard RL.CI.3.2, RI.CI.3.2

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Recount(s) in <u>oral and written form</u> key details from a literary and an informational text

- Explain(s) how key details from a literary text (e.g., fables, folktales, and myths from diverse cultures) support theme

- Explain(s) how key details from a multi-paragraph informational text support main idea

DESCRIBES THE DEVELOPMENT OF A CHARACTER'S TRAITS, MOTIVATIONS, OR FEELINGS AND THE RELATIONSHIPS BETWEEN A SERIES OF HISTORICAL/SCIENTIFIC EVENTS OR IDEAS

Standard RL.IT.3.3, RI.IT.3.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Describe(s) the development of an individual character's traits, motivations or feelings

- Explain(s) how an individual character's actions contribute to the plot in a literary text

- Describe(s) the relationships between a series of historical events, scientific ideas or concepts, or steps in a technical procedures in an informational text

- Use(s) language that pertains to time, sequence, and cause/effect when describing the relationships in an informational text

USES AND REFERENCES TEXT FEATURES WHEN WRITING OR SPEAKING ABOUT A TEXT, REFERRING EXPLICITLY TO RELEVANT PARTS

Standard RL.TS.3.4, RI.TS.3.4

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Reference(s) and use(s) features of a literary and an informational text when writing or speaking about a text

- Refer(s) to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza

- Describe(s) how each successive part in a literary text builds on earlier sections

- Refer(s) to text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to find and integrate relevant information efficiently

Report Card Companion, Grade 3

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DISTINGUISHES THEIR OWN POINT OF VIEW FROM THAT OF THE NARRATOR, CHARACTERS, OR AUTHOR

Standard RL.PP.3.5, RI.PP.3.5

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Distinguish(es) own point of a view from that of a narrator or those of the characters in a literary text

- Distinguish(es) own point of a view from that of an author of an informational text

USES SPECIFIC INFORMATION FROM THE ILLUSTRATIONS, WORDS AND IMAGES TO UNDERSTAND TEXTS

Standard RL.MF.3.6, RI.MF.3.6

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Explain(s) how <u>specific aspects</u> of the illustrations in a literary text contribute to what is being conveyed in the words (e.g., creates mood, emphasizes aspects of character or setting)

- Use(s) information gained from text features (e.g., illustrations, maps, photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

IDENTIFIES AND DESCRIBES THE LOGICAL CONNECTIONS BETWEEN SENTENCES AND PARAGRAPHS AND THE SPECIFIC POINTS THE AUTHOR MAKES IN A TEXT

Standard RI.AA.3.7

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Describe(s) and explain(s) how specific sentences and paragraphs in an informational text (e.g., comparison, cause/effect, first/second/third in a sequence) support the author's specific arguments

COMPARES AND CONTRASTS THE ELEMENTS OF TEXTS WRITTEN BY THE SAME AUTHOR OR ON THE SAME TOPIC

Standard RL.CT.3.8, RI.CT.3.8

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Compare(s) and contrast(s) the <u>elements</u> (setting, plot, theme) of literary texts written by the same author about similar characters (e.g., books in a series)

- Compare(s) and contrast(s) the <u>elements</u> of informational texts, focusing on the most important points and key details presented in two texts on the same topic

Foundational Skills: Writing

USES GRADE-LEVEL PHONICS SKILLS TO SPELL WORDS Standard L.WF.3.2			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Spell(s) 1-syllable words with less common and complex graphemes (-ough, -augh; -old, -ind, -ost, -ild families)

- Use(s) digital or print tools (dictionary or thesaurus) to check spellings of unknown words

- Identify(ies) language of word origin, as noted in dictionaries

- Spell(s) singular and plural possessives (teacher's; teachers')

- Change(s) y to i (cried) in words with suffixes, when required

- Spell(s) regular 2- and 3-syllable words that:

    - Combine(s) all basic syllables types: closed, VCe, open, vowel teams, vowel -r, consonant -le

- Include(s) common, transparent, prefixes and suffixes (e.g., re- pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion

- Spell(s) common words in English, including regular and irregular forms

DEMONSTRATES COMMAND OF GRADE-LEVEL CONVENTIONS OF SENTENCE COMPOSITION

Standard L.WF.3.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Replace(s) weak verbs with stronger ones to improve communication

- Replace(s) common nouns with precise nouns to improve communication

- Capitalize(s) appropriate words in titles

- Choose(s) and maintains consistency of tense

- Write(s) nouns and verbs that agree in tense

- Use(s) common regular and irregular plural forms

- Write(s) nouns and verbs that agree in number

- Use(s) appropriate pronouns with clear referents

- Use(s) periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately (e.g., commas and quotation marks in dialogue, commas in addresses)

- Combine(s) simple sentences into compound sentences by using the conjunctions and, but, or, yet, and so

- Paraphrase(s) main idea or even in order to vary sentence structure and word use

- Organize(s) ideas into paragraphs with main ideas and supporting details

Proficiencies carried over from grade 2 standards (L.WF.2.3):

- **With modeling or prompting,** separate(s) run-on sentences and identify(ies) fragments, supplying a subject or predicate as necessary

- Capitalize(s) holidays, product names, and geographic names

- Supply(ies) adjectives in noun phrases to make them more precise or engaging

- Identify(ies) the verbs in clauses

- Form(s) and use(s) regular and irregular verbs for consistent use of past, present, and future tenses

- Punctuate(s) dates, abbreviations, greetings and closings, initials important words in a title, and items in a list

- Use(s) an apostrophe to form contractions and frequently occurring possessives

- **With prompts and support,** link(s) sentences into a simple, cohesive paragraph with an main idea

Report Card Companion, Grade 3

USES KNOWLEDGE OF LANGUAGE AND ITS CONVENTIONS WHEN WRITING, SPEAKING, READING OR LISTENING Standard L.KL.3.1			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**
- Acquire(s) and use(s) accurately grade-appropriate conversational, general academic, and domain-specific words and phrases - Choose(s) words and phrases for effect - Recognize(s) and observe(s) differences between the conventions of spoken and written English			

Report Card Companion, Grade 3

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USES A VARIETY OR STRATEGIES TO DETERMINE THE MEANING OF ACADEMIC AND CONTENT-SPECIFIC WORDS AND PHRASES

Standard L.VL.3.2

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Use(s) sentence-level context as a clue to the meaning of a word or phrase

- Determine(s) the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)

- Use(s) a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)

- Use(s) glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases

UNDERSTANDS FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS

Standard L.VI.3.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Distinguish(es) the literal and nonliteral meanings of words and phrases in context (e.g., take steps)

- Identify(ies) real-life connections between words and their use (e.g. describe people who are friendly or helpful)

- Distinguish(es) shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)

Writing Domain

COMPOSES OPINION PIECES

Standard W.AW.3.1

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Writes opinion texts to present an idea with reasons and information

    - Introduce(s) an opinion <u>clearly</u>

    - Support(s) the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic

    - Link(s) ideas within sections of information using transition words and phrases (e.g., then, because, also, thereogre, since, for example) to connect opinions and reasons

    - Provides a conclusion related to the opinion presented

COMPOSES INFORMATIVE/EXPLANATORY TEXTS

Standard W.IW.3.2

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Write(s) informative/explanatory texts to examine a topic and convey ideas and information clearly

    - Introduce(s) a topic <u>clearly</u>

    - Develop(s) the topics with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic

    - Include(s) text features (e.g., illustrations, diagrams, captions) when useful to support comprehension

    - Link(s) ideas within sections of information using transition words and phrase (e.g., then, because, also, another, therefore)

    - Provide(s) a conclusion related to the information or explanation presented

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COMPOSES NARRATIVES

Standard W.NW.3.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Write(s) narratives to develop real or imagined experiences or events <u>with basic story elements</u>

    - Orient(s) the reader by establishing a situation and introduce a narrator and/or characters

    - Organize(s) event sequence clearly

    - Use(s) dialogue and description to develop experiences and events or show the characters' responses to situations

    - Use(s) transitional words and phrases to manage the sequence of events

    - Use(s) concrete words and phrases and sensory details to convey experiences and events

    - Provide(s) a concussion or sense of closure that follows from narrated experiences or events

DEVELOPS WRITING BY PLANNING, REVISING, AND EDITING

Standard W.WP.3.4

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

With guidance and support from peers and adults:

- Identify(ies) audience, purpose, and intended length of composition before writing

- Consider(s) writing as a process, including revision, editing, and self-evaluation

- Use(s) digital or print tools (dictionary, thesaurus, and/or spell checker) to find and correct errors and improve word choice

GENERATES QUESTIONS AND INDEPENDENTLY LOCATES RELATED INFORMATION FROM MULTIPLE SOURCES ON A TOPIC

Standard W.WR.3.5

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Generate(s) questions about a topic

- Independently locate(s) related information from <u>at least two</u> reference sources (print and non-print) to obtain information on the topic

Report Card Companion, Grade 3

USES DISCUSSION, TEXTS, OR RESOURCES WHILE PLANNING TO WRITE

Standard W.SE.3.6

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Uses discussion, texts, and media resources to gather ideas

- Outlines ideas

- Prioritizes information to include while planning to write about a topic

Speaking & Listening

PARTICIPATES IN A RANGE OF COLLABORATIVE CONVERSATIONS Standard SL.PE.3.1			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

Discuss(es) grade 3 topics and texts with peers and adults in one-on-one conversations, in groups, and in teacher-led conversations

- Draw(s) explicitly on previously read text or other information known about a topic to explore ideas in a discussion

- Follow(s) agreed-upon norms for discussions

  - Gaining the floor respectfully

  - Listening to others carefully

  - Speaking one at a time

- Ask(s) questions to check understand of information presented, stay on topic, and link comments to those of others

Report Card Companion, Grade 3

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- Explain(s) their own ideas and understandings in light of discussion

ASKS AND ANSWERS QUESTIONS WITH DETAIL ABOUT INFORMATION FROM A SPEAKER Standard SL.ES.3.3			
1 Does not meet grade level expectations of learning standards	**2** Partially meeting grade level expectations of learning standards	**3** Meeting grade level expectations of learning standards	**4** Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**
- Ask(s) and answers questions about information from a speaker - Offer(s) appropriate detail and elaboration			

TELLS A STORY, RECOUNTS AN EXPERIENCE, OR REPORTS ON A TOPIC WITH RELEVANT FACTS AND DESCRIPTIVE DETAILS

Standard SL.PI.3.4

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Report(s) on a topic or text, tell(s) a story, or recount(s) an experience

  - Use(s) appropriate facts and relevant, descriptive details

  - Speak(s) clearly at an understandable pace

USES MULTIMEDIA TO EMPHASIZE OR ENHANCE DETAILS OR FACTS

Standard SL.UM.3.5

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**

- Use(s) multimedia to demonstrate fluid reading at an appropriate pace

- Emphasize(s) or enhance(s) specific facts or details by adding visual displays, when appropriate

PROVIDES DETAIL OR CLARIFICATION USING COMPLETE SENTENCES WHEN APPROPRIATE

Standard SL.AS.3.6

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student **does not yet attempt** to:	Student **attempts** to:	Student:	Student **consistently and independently:**
- Provide(s) requested detail or clarification by speaking in complete sentences, when appropriate			