Reading- 1st Quarter

Report Card Descriptor	Standards with "What does **proficiency** look like?" bullets
RL & RI **Comprehends texts**	**Focus Standards** *Key Ideas and Details* **RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.** • Ask and answer questions about an informational text • Find evidence within an informational text to support an answer • Refer to text when drawing conclusions **RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.** • Identify the type of story they are reading (fable, folktale or myth) • Recount including characters, setting, problem, and solution • Determine the central message, lesson, or moral • Explain how the central message, lesson, or moral is conveyed through the details in a text **RL.3.3 <mark>Describe characters in a story (e.g., their traits, motivations, or feelings)</mark> and explain how their actions contribute to the sequence of events.** • Describe the character/characters through: traits, feelings, motivations *Craft and Structure* **RL.3.4 <mark>Determine the meaning of words and phrases as they are in a text</mark>, distinguishing literal from nonliteral language.** • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text **RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.** • Use nonfiction text features and search tools to navigate the text and locate additional information on the topic **Supporting Standards** RL.3.5 RI.3.2 RL.3.6 RI.3.4 RL.3.7 RI.3.9 RL.3.9

Reading- 1ˢᵗ Quarter continued

Report Card Descriptor	Standards with "What does proficiency look like?" bullets
NEW REPORT CARD DESCRIPTOR *RF-Phonics and Word Recognition* **Knows and applies letter sounds and word knowledge**	**RF.3.3 Know and apply grade- level phonics and word analysis skills in decoding words.** • Score at least 72 on ORF words correct **RF.3.3a *Identify and know the meaning of the most common prefixes and derivational suffixes.*** • Recognize how meaning is changed by a prefix or suffix • Identify and know the meaning of a prefix attached to a word • Use the meaning of the prefix to help them understand the word (see language standards) • Identify and know the meaning of a suffix attached to a word • Use the meaning of the suffix to help them understand the word (see language standards) **RF.3.3b *Decode words with common Latin suffixes.*** • Identify root words • Use knowledge of Latin suffixes to decode words **RF.3.3c *Decode multi-syllable words.*** • Use syllabication patterns to break apart multi-syllable words (see Appendix A of CCSS)

Syllable Type	Definition	Examples
Closed	A syllable with a short vowel spelled with a single vowel letter ending in one or more con-sonants	dap-ple hos-tel bev-erage
Vowel-C-e ("Magic e")	A syllable with a long vowel spelled with one vowel + one consonant + silent e	compete despite
Open	A syllable that ends with a long vowel sound, spelled with a single vowel letter	program table recent
Vowel Team	Syllables that use two to four letters to spell the vowel	beau-ti-ful train-er con-geal spoil-age
Vowel-r (r-controlled)	A syllable with er, ir, or, ar, or ur Vowel pronunciation often changes before /r/.	in-jur-ious con-sort char-ter
Consonant-le	An unaccented final syllable containing a conso-nant before /l/ followed by a silent e	dribble beagle little

RF.3.3d *Read grade appropriate irregularly spelled words.*
• Read grade appropriate sight-words (*Fry* sight word lists)

Reading- 1st Quarter continued

Report Card Descriptor	Standards with "What does proficiency look like?" bullets

RF-Fluency
Reads grade level material with accuracy and fluency
	RF.3.4.a *Read grade-level text with purpose and understanding.*
	• Read DRA level 30/F&P level N texts independently and answer comprehension questions
	• Score near the Fall Reading MAP RIT mean of 188.3
	RF.3.4.b *Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.*
	• Reread text to practice fluency
	    o Read in phrases
	    o Use expression and intonation
	    o Score at least 72 on ORF- 96% accuracy
	RF.3.4.c *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*
	    • *When encountering an unknown word:*
	        1. *Look at the letter sequence*
	        2. *Decode the word*
	        3. *Check the sense with the whole sentence or passage -If it does not make sense , reread or ask for assistance*

Writing – 1ˢᵗ Quarter

Report Card Descriptor	Standards with "What does proficiency look like?" bullets

W- Text Types and Purposes
Writes to give an opinion, explain or tell a story
	Focus Standard
	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	    a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	    b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters and situations.
	    c. Use temporal words and phrases to signal event order
	    d. Provide a sense of closure
	• Score a "3" based on writing rubrics
	• Self-score using writing rubrics
	Supporting Standards
	W.3.1
	W.3.2

W-Production and Distribution of Writing
Revises, edits and publishes writing
	W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
	• Participate in conferring sessions with the teacher and/or peers
	• Consider feedback concerning:
	    o topic
	    o purpose
	    o organization
	    o format
	    o voice
	    o details
	W.3.5 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3)
	• Plan, edit and revise based on feedback
	• Use spell- and grammar- check
	• Use an editing checklist

W-Research to Build and Present Knowledge **Conducts short research projects**	**W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.** • Summarize information in the form of notes • Organize or categorize information

Speaking and Listening – 1ˢᵗ Quarter

Report Card Descriptor	Standards with "What does **proficiency** look like?" bullets

S&L-Comprehension and Collaboration
Engages in collaborative discussions to demonstrate comprehension
	SL.3.1a Come to discussions prepared <mark>having read or studied required material</mark>; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	• Read and study material prior to a discussion
	
	SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	• Set classroom norms with teacher support. Follow rules of discussion which might include:
	   o Listen without interrupting
	   o Take turns speaking
	   o Look at speaker
	   o Demonstrate listening behaviors (smiling, nodding, etc.)
	
	SL.3.1c Ask questions to check understanding of information presented, stay on topic, <mark>and link their comments to the remarks of others</mark>.
	• Ask questions building on skills learned in grades K-2:
	   o Ask questions about the topics or texts under discussion
	   o Ask for clarification and further explanation
	• Link comments to the remarks of others
	
	SL.3.1d Explain their own ideas and understanding in light of the discussion
	Explain what they learned through discussions

S&L-Presentation of Knowledge and Ideas
Reports on a topic or text
	SL.3.4 Report on a topic or text, tell a story, or <mark>recount an experience</mark> with appropriate facts and relevant, descriptive details, <mark>speaking clearly at an understandable pace</mark>.
	• Report on a topic, tell a story, or recount an experience using skills acquired in grades K-2:
	   o Describe people, places, things and events
	   o Speak clearly
	   o Address the questions who, what, when, where, and why to make a story clear
	• Begin to adjust their speech to fit the audience and purpose with teacher guidance
	
	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	     L.3.1i *Produce simple, compound, and complex sentences.*
	• Speak in complete sentences
	• Expand sentences as needed to clarify thinking with teacher support (this will deepen student understanding of formal and informal speech)

Language – 1st Quarter

Report Card Descriptor	Standards with "What does proficiency look like?" bullets
L-Conventions of Standard English **Uses appropriate grammar when speaking and writing**	**L.3.1a** *Explain the function of <mark>nouns</mark>, <mark>pronouns</mark>, <u>verbs</u>, <mark>adjectives</mark>, and adverbs in general and their functions in particular sentences.* • Explain that nouns name a person, place or thing • Explain that pronouns take the place of nouns • Explain that adjectives are words used to describe nouns • Use nouns, pronouns and adjectives correctly in their writing **L.3.1b** *Form and use regular and irregular plural nouns.* • Use regular and irregular plural nouns correctly when speaking and when writing **L.3.1i** *Produce simple, compound, and complex sentences.* • Use a variety of simple and compound sentences when speaking and when writing
L-Conventions of Standard English **Uses appropriate capitalization, punctuation and spelling**	**L.3.2a** *Capitalize appropriate words in titles.* • Capitalize appropriate words in titles (also: names, dates, holidays, geographic locations, and product names) **L.3.2e** *Use conventional spelling for <mark>high-frequency and other studied words</mark> and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).* • Spell taught words correctly in daily writing **L.3.2f** *Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.* • Apply what they know about word patterns to spell untaught words (such as oy/oi, ou/ow) **L.3.2g** *Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.* • Use word walls, environmental print in the classroom, and/or beginning dictionaries to check and correct words in writing

Language- 1ˢᵗ Quarter continued

Report Card Descriptor	Standards with "What does proficiency look like?" bullets
L-Vocabulary Acquisition and Use **Learns and uses new words and phrases**	**L.3.4a** *Use sentence-level context as a clue to the meaning of a word or phrase.* • Use context clues within a sentence to determine the meaning of a word or phrase **L.3.4d** *Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.* • Use glossaries within an informational text, word walls, classroom dictionaries, or vocabulary notebooks to help determine or locate the meaning of words and phrases **L.3.5b** *Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).* • Generate examples utilizing previously taught and discussed tier 2 and tier 3 words, including text talk words **L.36 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).** • Incorporate previously taught and discussed tier 2 words, including text talk words into conversation or writing