Reading- 2nd Quarter

Report Card Descriptor	Standards with "What does **proficiency** look like?" bullets
RL & RI **Comprehends texts**	**Focus Standards** *Key Ideas and Details* **RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.** **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 questions based on the words, pictures and sentences in the text • Answer questions providing details (words, Illustrations, and sentences) demonstrate an understanding (Cite Evidence) **RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.** • Describe the character/characters through: traits, feelings, motivations • Provide an explanation of how character's actions contribute to the sequence of events in a sequenced order **RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.** • Describe how people and events are connected in history, how scientific concepts work, or steps in a process • Use vocabulary that pertains to time, sequence words, and cause/effect (Be sure to use all text and text features that help) *Craft and Structure* **RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.** • Describe the function of the parts of a text (stories, dramas, and poems) • Use this knowledge to see how each part builds on the next • Refer to specific parts when describing the text **RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.** • Identify the point of view of the narrator or characters(who is telling the story and what is their attitude) • Tell if you agree or disagree with their thoughts, feelings, and actions, using evidence from the text to support *Integration of Knowledge and Ideas* **RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).** • Use combined information from the visual information and information found in the words of a text to show understanding **Supporting Standards** **RL.3.4, RL.3.6, RL.3.7, RL.3.9** **RI.3.2, RI.3.4, RI.3.5, RI.3.9**

Reading- 2nd 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 89 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) <table><thead><tr><th>Syllable Type</th><th>Definition</th><th>Examples</th></tr></thead><tbody><tr><td>Closed</td><td>A syllable with a short vowel spelled with a single vowel letter ending in one or more con-sonants</td><td>dap-ple hos-tel bev-erage</td></tr><tr><td>Vowel-C-e ("Magic e")</td><td>A syllable with a long vowel spelled with one vowel + one consonant + silent e</td><td>compete despite</td></tr><tr><td>Open</td><td>A syllable that ends with a long vowel sound, spelled with a single vowel letter</td><td>program table recent</td></tr><tr><td>Vowel Team</td><td>Syllables that use two to four letters to spell the vowel</td><td>beau-ti-ful train-er con-geal spoil-age</td></tr><tr><td>Vowel-r (r-controlled)</td><td>A syllable with er, ir, or, ar, or ur Vowel pronunciation often changes before /r/.</td><td>in-jur-ious con-sort char-ter</td></tr><tr><td>Consonant-le</td><td>An unaccented final syllable containing a conso-nant before /l/ followed by a silent e</td><td>dribble beagle little</td></tr></tbody></table> **RF.3.3d** *Read grade appropriate irregularly spelled words.* • Read grade appropriate sight-words (*Fry* sight word lists)

Reading- 2ⁿᵈ Quarter continued

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

RF-Fluency
Reads grade level material with accuracy and fluency
	RF.3.4a *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 Winter Reading MAP RIT mean of 195
	RF.3.4b *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 89 on ORF- 98% accuracy
	RF.3.4c *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 – 2nd 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.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** **a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.** **b. Develop the topic with facts, definitions, and details.** **c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.** **d. Provide a concluding statement or section** • Score a "3" based on writing rubrics • Self-score using writing rubrics **Supporting Standards** **W.3.1** **W.3.3**

W-Production and Distribution of Writing
Revises and edits to strengthen 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.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others
	• Use technology to produce and publish

W-Research to Build and Present Knowledge **Participates in shared research projects**	**W.3.7 Conduct short research projects that build knowledge about a topic.** • Determine a research topic • Generate questions • Gather information from various resources • Create a product

Speaking and Listening – 2nd Quarter

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

S&L-Comprehension and Collaboration
Participates in conversations to demonstrate comprehension
	SL.3.1a Come to discussions prepared having read or studied required material; <mark>explicitly draw</mark> on that preparation and other information known about the topic to explore ideas under discussion.
	• Read and study material prior to a discussion
	• With teacher prompting, refer specifically *("Which page are you referring to?" "Where did you read that in the text?")* to the material under 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).
	• Continue to refer to classroom norms when following rules of discussion
	
	SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
	• 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
	
	SL.3.3 <mark>Ask and answer questions</mark> about information from a speaker, offering appropriate elaboration and detail.
	• Using questions prepared in advance with teacher support, students will ask questions about what a speaker says.
	• Answer questions posed by the teacher after a speaker's presentation.

Speaking and Listening – 2nd Quarter continued

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

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 recount an experience 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:
	     ○ Describe people, places, things and events
	     ○ Speak clearly
	     ○ Address the questions who, what, when, where, and why to make a story clear
	• ***With teacher prompting and support,*** students adjust their speech to fit the audience and purpose
	
	SL.3.5 <mark>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace</mark>; add visual displays when appropriate to emphasize or enhance certain facts or details.
	• ***With peer support,*** student create audio recordings (Story Kit, Photo Story, other recording programs) to demonstrate fluid reading at an understandable pace. (Example: Poems from Unit 2)
	
	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	    L.3.1.i *Produce simple, compound, and complex sentences.*
	• Speak in complete sentences
	• When requested, expand sentences as needed to clarify thinking.

Language – 2ⁿᵈ 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 nouns, pronouns, <mark>verbs</mark>, adjectives, and <mark>adverbs</mark> in general and their functions in particular sentences.
	• Explain the function of verbs and adverbs
	L.3.1d Form and use regular and irregular verbs.
	L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
	• Use verbs and verb tenses correctly
	L.3.1f Ensure <mark>subject-verb</mark> and pronoun-antecedent agreement.
	• Use the correct pronoun-antecedent agreement
	    ○ *Julie showed Avery the picture. --> She showed him the picture.*
	       Melanie and Carlos grew pumpkins. -->They grew them.
	L.3.1g Form and use <mark>comparative and superlative</mark> adjectives and <mark>adverbs</mark>, and choose between them depending on what is to be modified.
	• Add *-er* to adjectives to compare two people, places, or things.
	• Add *-est* to adjectives to compare more than two.
	L.3.1h Use coordinating and <mark>subordinating</mark> conjunctions.
	• Use the appropriate subordinating conjunction when forming complex sentences (e.g., although, because, as long as, whenever, before)
	L.3.1i <mark>Produce</mark> simple, compound, and <mark>complex</mark> sentences
	• Use a variety of simple, compound, and complex sentences within their writing
	L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.
	• Understand and apply the differences between spoken and written English (such as, structure, formal language vs. slang, audience, tone) Click here for more.

L-Conventions of Standard English **Uses appropriate capitalization, punctuation and spelling**	**L.3.2b. Use commas in addresses.** • Use commas correctly in addresses **L.3.2c Use commas and quotation marks in dialogue** • Use commas and quotation marks in dialogue **L.3.2e Use conventional spelling for high-frequency and other studied words and <mark>for adding suffixes to base words</mark> (e.g., sitting, smiled, cries, happiness).** • Spell high-frequency and taught words correctly in daily writing • Spelling suffixes and base words correctly in daily writing

L-Conventions of Standard English **Uses appropriate capitalization, punctuation and spelling** continued	**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.** • Use learned spelling patterns and generalizations to attempt to spell words (such as, changing y to i when a consonant is before the y—Refer to suggested spelling sequence) **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 dictionaries to check and correct the spelling of words in writing
L-Vocabulary Acquisition and Use **Learns and uses new words and phrases**	**L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.** • Explain how written standard English differs from the spoken **L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.** • Use clues in the sentence and illustrations to determine the meaning of a word or phrase **L.3.4b Determine 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 the meaning of taught prefixes and suffixes to determine the meaning of a new word. **L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).** • Give examples from their own life to show what new vocabulary words mean (MLK Jr. was a *notable* person because he helped people understand that we are all equal. Who are some *notable* people in our school…in your family…and why) **L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).** • Use the appropriate word to describe your state of mind *(anxious, afraid, scared, terrified, petrified)* or degree of certainty *(knew, believed, suspected, heard, wondered)* to best match the situation **L.3.6 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 words (such as text talk words) and domain specific words into conversation or writing • Use spatial *words (inside, outside, between, under, near, in front of, etc.)* and temporal words *(after, before, that night, while, but now, in the meantime, etc.)* in their writing