

Reading- 3rd Quarter

| Report Card Descriptor | Standards with “What does proficiency look like?” bullets |
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| <p><i>RL & RI</i> Comprehends texts</p> | <p>Focus Standards <i>Key Ideas and Details</i> RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <ul style="list-style-type: none"> • Identify the main idea • Recount the key details • Explain how key details in the text support the main idea (Using text and text features) <p><i>Craft and Structure</i> RI.3.4 Determine the meaning of words and phrases as they are in a text, distinguishing literal from nonliteral language.</p> <ul style="list-style-type: none"> • Determine literal from nonliteral • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <ul style="list-style-type: none"> • Use nonfiction text features and search tools to navigate the text and locate additional information on the topic <p><i>Integration of Knowledge and Ideas</i> RI.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <ul style="list-style-type: none"> • Explain how the illustrations in the text enhance the meaning that comes from the words in describing what the story is about, the characters, setting, plot and mood • Understand what mood means as related to the illustrations <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <ul style="list-style-type: none"> • Describe how the text is organized from the connections between sentences that hold key details and paragraphs • Tell whether it is a pattern such as comparison, cause/effect, or time order sequence • Use details in the text to support) <p>RI.3.9 Compare and Contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <ul style="list-style-type: none"> • Identify & Describe the similarities and differences between themes, settings, and plots of stories about the same or similar characters <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <ul style="list-style-type: none"> • Identify & Describe the similarities and differences between the most important points in two texts on the same topic • Use all text and text features that support as evidence <p>Supporting Standards RL.3.3, RL.3.6 RI.3.1, RI.3.3, RI.3.6, RI.3.7</p> |

Reading- 3rd 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.

- (2nd Q benchmark= 89) Students should be progressing towards 110 on ORF words correct by the end of the year

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 consonants | <u>clap</u> -ple <u>hos</u> -tel <u>bev</u> -erage |
| Vowel-C-e ("Magic e") | A syllable with a long vowel spelled with one vowel + one consonant + silent e | <u>compe</u> te <u>despi</u> te |
| Open | A syllable that ends with a long vowel sound, spelled with a single vowel letter | <u>pro</u> gram <u>tab</u> le <u>re</u> cent |
| Vowel Team | Syllables that use two to four letters to spell the vowel | <u>beau</u> -ti-ful <u>train</u> -er <u>con</u> -geal <u>spoil</u> -age |
| Vowel-r (r-controlled) | A syllable with er, ir, or, ar, or ur Vowel pronunciation often changes before /r/. | <u>in</u> -jur-ious <u>con</u> -sort <u>char</u> -ter |
| Consonant-le | An unaccented final syllable containing a consonant before /l/ followed by a silent e | <u>drib</u> ble <u>beag</u> le <u>litt</u> le |

RF.3.3d Read grade appropriate irregularly spelled words.

- Read grade appropriate sight-words (Fry sight word lists)

Reading- 3rd Quarter continued

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| <p><i>RF-Fluency</i> Reads grade level material with accuracy and fluency</p> | <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <ul style="list-style-type: none"> • Read DRA level 34/F&P level O texts independently and answer comprehension questions • Score near the Winter Reading MAP RIT mean of 195 <p>RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <ul style="list-style-type: none"> • Reread text to practice fluency <ul style="list-style-type: none"> ○ Read in phrases ○ Use expression and intonation ○ (2nd Q benchmark=89 w/98%) Students should be progressing towards 110 on ORF- 99% accuracy by the end of the year <p>RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <ul style="list-style-type: none"> • <i>When encountering an unknown word:</i> <ol style="list-style-type: none"> 1. <i>Look at the letter sequence</i> 2. <i>Decode the word</i> 3. <i>Check the sense with the whole sentence or passage -If it does not make sense , reread or ask for assistance</i> |

Writing – 3rd Quarter

| Report Card Descriptor | Standards with “What does proficiency look like?” bullets |
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| <p><i>W- Text Types and Purposes</i> Writes to give an opinion, explain or tell a story</p> | <p>Focus Standard W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support that opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons. d. Provide a concluding statement or section</p> <ul style="list-style-type: none"> • Score a “3” based on writing rubrics • Self-score using writing rubrics <p>Supporting Standards W.3.2 W.3.3</p> |
| <p><i>W-Production and Distribution of Writing</i> Revises and edits to strengthen writing</p> | <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <ul style="list-style-type: none"> • Participate in conferring sessions with the teacher and/or peers • Consider feedback concerning: <ul style="list-style-type: none"> ○ topic ○ purpose ○ organization ○ format ○ voice ○ details <p>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)</p> <ul style="list-style-type: none"> • Plan, edit and revise based on feedback • Use spell- and grammar- check • Use an editing checklist <p>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</p> <ul style="list-style-type: none"> • Use technology to produce and publish |
| <p><i>W-Research to Build and Present Knowledge</i> Participates in shared research projects</p> | <p>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.</p> <ul style="list-style-type: none"> • Summarize information in the form of notes • Organize or categorize information |

Speaking and Listening – 3rd Quarter

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| <p><i>S&L-Comprehension and Collaboration</i> Participates in conversations to demonstrate comprehension</p> | <p>SL.3.1 a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> • Read and study material prior to a discussion • Refer specifically (“Which page are you referring to?” “Where did you read that in the text?”) to the material under discussion. • Add information previously learned about the topic under discussion <i>when appropriate</i>. <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <i>Supporting standard:</i> R.1.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <ul style="list-style-type: none"> • <i>With teacher support</i>, students complete main idea graphic organizers to use in discussion of text(s) read aloud, videos, photographs, works of art. • <i>With teacher support</i>, annotate a text to show the main idea. • <i>With teacher support</i>, read shared copies of texts in order to identify the main idea. <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <ul style="list-style-type: none"> • Answer questions posed by the teacher after a speaker’s presentation. • <i>Teacher will model answering a question with elaboration and detail</i>. Students will practice adding detail to their answers and elaborating on their ideas. |

Speaking and Listening – 3rd Quarter continued

| Report Card Descriptor | Standards with “What does proficiency look like?” bullets |
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| <p><i>S&L-Presentation of Knowledge and Ideas</i> Reports on a topic or text</p> | <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, <u>speaking clearly at an understandable pace.</u></p> <ul style="list-style-type: none"> • Report on a topic, tell a story, or recount an experience using skills acquired in grades K-2: <ul style="list-style-type: none"> ○ Describe people, places, things and events ○ Speak clearly ○ Address the questions who, what, when, where, and why to make a story clear • <u>With teacher prompting and support</u>, students adjust their speech to fit the audience and purpose <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; <u>add visual displays when appropriate to emphasize or enhance certain facts or details.</u></p> <ul style="list-style-type: none"> • With peer support, students create audio recordings (Story Kit, Photo Story, other recording programs) to demonstrate fluid reading at an understandable pace. <u>With teacher guidance or peer support, add visuals that support facts or details from the story or poem recorded.</u> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.1.i Produce simple, compound, and complex sentences.</p> <ul style="list-style-type: none"> • Speak in complete sentences • When requested, expand sentences as needed to clarify thinking. |

Language – 3rd Quarter

| Report Card Descriptor | Standards with “What does proficiency look like?” bullets |
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| <p><i>L-Conventions of Standard English</i> Uses appropriate grammar when speaking and writing</p> | <p>L.3.1f Ensure subject-verb and <u>pronoun-antecedent</u> agreement.</p> <ul style="list-style-type: none"> • Use the correct pronoun-antecedent agreement <ul style="list-style-type: none"> ○ <i>Julie showed Avery the picture. --> She showed <u>him</u> the picture.</i> <i>Melanie and Carlos grew pumpkins. --> <u>They</u> grew them.</i> <p>L.3.1g Form and use <u>comparative and superlative adjectives</u> and adverbs, and choose between them depending on what is to be modified.</p> <ul style="list-style-type: none"> • Add <i>-er</i> to adjectives to compare two people, places, or things. • Add <i>-est</i> to adjectives to compare more than two. <p>L.3.1h Use coordinating and <u>subordinating</u> conjunctions.</p> <ul style="list-style-type: none"> • Use the appropriate subordinating conjunction when forming complex sentences (e.g., although, because, as long as, whenever, before) <p>L.3.1i <u>Produce</u> simple, compound, and <u>complex</u> sentences</p> <ul style="list-style-type: none"> • Use a variety of simple, compound, and complex sentences within their writing <p>L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.</p> <ul style="list-style-type: none"> • Understand and apply the differences between spoken and written English (such as, structure, formal language vs. slang, audience, tone) Click here for more. |
| <p><i>L-Conventions of Standard English</i> Uses appropriate capitalization, punctuation and spelling</p> | <p>L.3.2d Form and use possessives</p> <ul style="list-style-type: none"> • Form and use single and plural possessive nouns correctly (The teacher’s marker. The boys’ toys.) <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <ul style="list-style-type: none"> • Spell high-frequency and taught words correctly in daily writing • Spelling suffixes and base words correctly in daily writing <p>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.</p> <ul style="list-style-type: none"> • 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) <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <ul style="list-style-type: none"> • 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.3.3a Choose words and phrases for effect.**

- Choose words and phrases to convey their message effectively

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.3.4d 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.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

- Explain through writing or illustrations the difference between the literal and nonliteral meaning of words or phrases

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