

## Reading- 4<sup>th</sup> Quarter

| Report Card Descriptor                                 | Standards with "What does proficiency look like?" bullets   |
|--|---|
| <p><i>RL &amp; RI</i><br/><b>Comprehends texts</b></p> | <p><b>Focus Standards</b><br/><i>Key Ideas and Details</i><br/><b>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.</b></p> <ul style="list-style-type: none"> <li>• Identify the type of story they are reading (fable, folktale or myth)</li> <li>• Recount including characters, setting, problem, and solution</li> <li>• Determine the central message, lesson, or moral</li> <li>• Explain how the central message, lesson, or moral is conveyed through the details in a text</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Describe how people and events are connected in history, how scientific concepts work, or steps in a process</li> <li>• Use vocabulary that pertains to time, sequence words, and cause/effect (Be sure to use all text and text features that help)</li> </ul> <p><i>Craft and Structure</i><br/><b>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.</b></p> <ul style="list-style-type: none"> <li>• Describe the function of the parts of a text (stories, dramas, and poems)</li> <li>• Use this knowledge to see how each part builds on the next</li> <li>• Refer to specific parts when describing the text</li> </ul> <p><b>RI.3.6 Distinguish their own point of view from that of the author of a text.</b></p> <ul style="list-style-type: none"> <li>• Identify the point of view             <ul style="list-style-type: none"> <li>○ What is the author's attitude toward the topic?</li> <li>○ Does the author have an angle on their view?</li> </ul> </li> <li>• Tell if they agree or disagree with the author on the subject matter (considering if the author has provided information to change the students' attitude about the topic by the end using evidence from the text to support)</li> </ul> |

## Reading- 4<sup>th</sup> Quarter continued

| Report Card Descriptor  | Standards with "What does proficiency look like?" bullets  |
|---|--|
| <p><i>RL &amp; RI</i><br/> <b>Comprehends texts</b> continued</p>   | <p><b><i>Integration of Knowledge and Ideas</i></b><br/> <b>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).</b></p> <ul style="list-style-type: none"> <li>Describe how the text is organized from the connections between sentences that hold key details and paragraphs</li> <li>Tell whether it is a pattern such as comparison, cause/effect, or time order sequence</li> <li>Use details in the text to support</li> </ul> <p><b>RL.3.9 Compare and Contrast the themes, settings, and plots of stories <del>written by the same author</del> about the same or similar characters.</b></p> <ul style="list-style-type: none"> <li>Identify &amp; Describe the similarities and differences between themes, settings, and plots of stories about the same or similar characters</li> </ul> <p><b>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</b></p> <ul style="list-style-type: none"> <li>Identify &amp; describe the similarities and differences between the most important points in two texts on the same topic</li> <li>Use all text and text features that support as evidence</li> </ul> <p><b>Supporting Standards</b><br/> <b>RL.3.1, RL.3.3, RL.3.4, RL.3.6</b><br/> <b>RI.3.1, RI.3.4, RI.3.5, RI.3.7</b></p> |
| <p><b>NEW REPORT CARD<br/>DESCRIPTOR</b><br/> <i>RF-Phonics and Word Recognition</i><br/> <b>Knows and applies letter<br/>sounds and word knowledge</b></p> | <p><b>RF.3.3 Know and apply grade- level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>Score 110 on ORF words correct</li> </ul> <p><b>RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</b></p> <ul style="list-style-type: none"> <li>Recognize how meaning is changed by a prefix or suffix</li> <li>Identify and know the meaning of a prefix attached to a word</li> <li>Use the meaning of the prefix to help them understand the word (see language standards)</li> <li>Identify and know the meaning of a suffix attached to a word</li> <li>Use the meaning of the suffix to help them understand the word (see language standards)</li> </ul> <p><b>RF.3.3b Decode words with common Latin suffixes.</b></p> <ul style="list-style-type: none"> <li>Identify root words</li> <li>Use knowledge of Latin suffixes to decode words</li> </ul>  |

Reading- 4<sup>th</sup> Quarter continued

## Report Card Descriptor

## Standards with "What does proficiency look like?" bullets

**DESCRIPTOR**

RF-Phonics and Word Recognition

**Knows and applies letter sounds and word knowledge continued**

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

**RF.3.3d Read grade appropriate irregularly spelled words.**

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

RF-Fluency

**Reads grade level material with accuracy and fluency**

**RF.3.4a Read grade-level text with purpose and understanding.**

- Read DRA level 38/F&P level P texts independently and answer comprehension questions
- Score near the Spring Reading MAP RIT mean of 198.6

**RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**

- Reread text to practice fluency
  - Read in phrases
  - Use expression and intonation
  - Score 110 on ORF- 99% accuracy

**RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

- When encountering an unknown word:
  - Look at the letter sequence
  - Decode the word
  - Check the sense with the whole sentence or passage -If it does not make sense , reread or ask for assistance

**Writing – 4<sup>th</sup> Quarter**

| Report Card Descriptor   | Standards with “What does proficiency look like?” bullets   |
|--|---|
| <p><i>W- Text Types and Purposes</i><br/> <b>Writes to give an opinion, explain or tell a story</b></p>    | <p><b>Focus Standard</b><br/> <b>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b><br/> <b>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</b><br/> <b>b. Develop the topic with facts, definitions, and details.</b><br/> <b>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</b><br/> <b>d. Provide a concluding statement or section</b> <ul style="list-style-type: none"> <li>• Score a “3” based on writing rubrics</li> <li>• Self-score using writing rubrics</li> </ul> </p> <p><b>Supporting Standards</b><br/> <b>W.3.1</b><br/> <b>W.33</b></p>   |
| <p><i>W-Production and Distribution of Writing</i><br/> <b>Revises and edits to strengthen writing</b></p> | <p><b>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</b> <ul style="list-style-type: none"> <li>• Participate in conferring sessions with the teacher and/or peers</li> <li>• Consider feedback concerning: <ul style="list-style-type: none"> <li>○ topic</li> <li>○ purpose</li> <li>○ organization</li> <li>○ format</li> <li>○ voice</li> <li>○ details</li> </ul> </li> </ul> </p> <p><b>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)</b> <ul style="list-style-type: none"> <li>• Plan, edit and revise based on feedback</li> <li>• Use spell- and grammar- check</li> <li>• Use an editing checklist</li> </ul> </p> |

## Writing – 4<sup>th</sup> Quarter continued

| Report Card Descriptor   | Standards with “What does proficiency look like?” bullets  |
|--|--|
| <p><i>W-Research to Build and Present Knowledge</i></p> <p><b>Participates in shared research projects</b></p> | <p><b>W.3.7 Conduct short research projects that build knowledge about a topic.</b></p> <ul style="list-style-type: none"> <li>• Determine a research topic</li> <li>• Generate questions</li> <li>• Gather information from various resources</li> <li>• Create a product</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Summarize information in the form of notes</li> <li>• Organize or categorize information</li> </ul> |

## Speaking and Listening – 4<sup>th</sup> Quarter

| Report Card Descriptor   | Standards with “What does proficiency look like?” bullets   |
|--|---|
| <p><i>S&amp;L-Comprehension and Collaboration</i><br/> <b>Participates in conversations to demonstrate comprehension</b></p> | <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Read and study material prior to a discussion</li> <li>• Refer specifically (“Which page are you referring to?” “Where did you read that in the text?”) to the material under discussion.</li> <li>• Add information previously learned about the topic under discussion <b><i>when appropriate</i></b>.</li> </ul> <p><b>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.</b><br/> <b><i>Supporting standard:</i></b></p> <p><b>R.1.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</b></p> <ul style="list-style-type: none"> <li>• Students complete main idea graphic organizers to use in discussion of text(s) read aloud, videos, photographs, works of art.</li> <li>• Annotate a text to show the main idea.</li> <li>• Read shared copies of texts and identify the main idea.</li> </ul> <p><b>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</b></p> <ul style="list-style-type: none"> <li>• Answer questions posed by the teacher after a speaker’s presentation.</li> <li>• Students will begin to elaborate when answering questions about a topic.</li> </ul> |
| <p><i>S&amp;L-Presentation of Knowledge and Ideas</i><br/> <b>Reports on a topic or text</b></p>                             | <p><b>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</b></p> <ul style="list-style-type: none"> <li>• Report on a topic, tell a story, or recount an experience using skills acquired in grades K-2:             <ul style="list-style-type: none"> <li>○ Describe people, places, things and events</li> <li>○ Speak clearly</li> <li>○ Address the questions who, what, when, where, and why to make a story clear</li> </ul> </li> <li>• Students adjust their speech to fit the audience and purpose</li> </ul> <p><b>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</b><br/> <b>L.3.1.i Produce simple, compound, and complex sentences.</b></p> <ul style="list-style-type: none"> <li>• Speak in complete sentences</li> <li>• When requested, expand sentences as needed to clarify thinking.</li> </ul>  |

Language – 4<sup>th</sup> Quarter

| Report Card Descriptor   | Standards with “What does proficiency look like?” bullets  |
|--|--|
| <i>L-Conventions of Standard English</i><br><b>Uses appropriate grammar when speaking and writing</b>        | <p><b>L.3.1c Use abstract nouns (e.g., childhood).</b></p> <ul style="list-style-type: none"> <li>Use some abstract nouns (<i>feelings, concepts, and qualities</i>) in their writing (such as, love, bravery, friendship, adventure)</li> </ul> <p><b>L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</b></p> <ul style="list-style-type: none"> <li>Add -er to short adverbs to compare two actions.</li> <li>Add -est to short adverbs to compare more than two actions.</li> </ul> <p><b>L.3.1h Use coordinating and subordinating conjunctions.</b></p> <ul style="list-style-type: none"> <li>Use the appropriate coordinating conjunction when forming compound sentences</li> </ul> <p><b>L.3.1i Produce simple, <b>compound</b>, and complex sentences</b></p> <ul style="list-style-type: none"> <li>Use a variety of simple and compound sentences within their writing</li> </ul>   |
| <i>L-Conventions of Standard English</i><br><b>Uses appropriate capitalization, punctuation and spelling</b> | <p><b>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).</b></p> <ul style="list-style-type: none"> <li>Spell high-frequency and taught words correctly in daily writing</li> <li>Spell base words and suffixes correctly in daily writing</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</b></p> <ul style="list-style-type: none"> <li>Use word walls, environmental print in the classroom, and dictionaries to check and correct the spelling of words in writing</li> </ul>   |
| <i>L-Vocabulary Acquisition and Use</i><br><b>Learns and uses new words and phrases</b>                      | <p><b>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase</b></p> <ul style="list-style-type: none"> <li>Use clues in the sentence and illustrations to determine the meaning of a word or phrase</li> </ul> <p><b>L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</b></p> <ul style="list-style-type: none"> <li>Use the meaning of taught prefixes, suffixes, and root words to determine the meaning of a new word.</li> </ul> <p><b>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</b></p> <ul style="list-style-type: none"> <li>Explain through writing or illustrations the difference between the literal and nonliteral meaning of words or phrases</li> </ul> <p><b>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).</b></p> <ul style="list-style-type: none"> <li>Incorporate previously taught and discussed tier 2 words (such as text talk words) and domain specific words into conversation or writing</li> <li>Use spatial words (<i>inside, outside, between, under, near, in front of, etc.</i>) and temporal words (<i>after, before, that night, while, but now, in the meantime, etc.</i>) in their writing</li> </ul> |