Third Grade Standards Based Report Card Guidance
English Language Arts

4=Exceeds Proficiency	3= Meets Proficiency	2=Approaching Proficiency	1=Below Proficiency
Demonstrates independent application and understanding beyond the grade level standard.	Demonstrates mastery of grade level standard accurately, consistently, and independently. *Examples below represent a 3.	Inconsistently demonstrates understanding of grade level standard.	Minimal or no understanding of grade level standard.

Students are expected to demonstrate proficiency multiple times using similar examples.

Standard	Explanation
Foundational Skills	
Identifies and knows the meaning of grade-level **prefixes** and **suffixes**	A **prefix** is a group of letters placed before a word to change its meaning. Example: **mis**understand **Prefixes**: dis-, mis-, super-, trans-, fore-, mid-, sub-, over-, under- A **suffix** is a group of letters placed after a word to change its meaning. Example: understand**able** **Suffixes:** -er, -est, -y, -ness, -wise, -able *prefix and suffix are underlined*
Decodes **multi-syllable words**	A **multi-syllable word** is word with more than one syllable. Example: in/for/ma/tion
Reads grade level text with **accuracy,** appropriate **rate**, and **expression**	Student reads at benchmark on a third grade leveled passage with appropriate expression, phrasing, and smoothness. ● Fall: 87-115 (MP1) ● Winter: 111-138 (MP2/MP3) ● Spring: 127-151 (MP4)
Comprehension	
Determines the **main idea** and explains how the **key details** support the main idea in an informational text	**Main idea** is what the text is mostly about. **Key details** support the main idea in a text. A student identifies the main idea and relevant details and explains how they are connected.

Asks and answers questions about the text and makes **inferences;** refers to text to support answers in an informational and literature text	Student successfully **asks and answers questions** before, during, and after reading about the text. Student refers to text to support their answers. Some answers the student will be able to find directly in the text, and others will require the student to make an inference. To make an **inference**, the student must take details from a text and put it together with what they already know. **Example:** There are dark clouds in the sky. A character is soaking wet. **Inference** – It is raining.
Explains how a series of events is connected within an informational text using **sequence and/or cause/effect**	**Sequence** is the order in which events in a text occur. Student can correctly list the sequence of events from a text. **Cause and effect** is the relationship between what happened (effect) and why it happened (cause). Student explains how cause and effect can impact the sequence of events.

Explains the **point of view** of the author in an informational and a literature text	Student identifies and explains the **point of view** from which the story is told.
	Literature
	   ● **First person** – Character is telling the story (I, my, me, we, us, etc.)
	   ● **Third person** – Narrator is telling the story (He, she, they, etc.)
	Informational
	   ● **Viewpoint** of the author about the topic (how the author feels about the topic)

Uses **text features** and search tools to locate information and demonstrate understanding of text	**Text features** are print features that organize informational text. Students identify text features/search tools and explain how they help organize a text. **Examples:** heading, illustration, map, photograph, diagram, graphs, sidebar, hyperlink, keyword, bold print, italics, caption, bullets, table of contents, index, glossary
Compares and contrasts the most important points and key details presented in two informational texts on the same topic	**Compare** is finding how two or more texts are similar and different. **Contrast** is how two or more texts are different. Students identify and explain similarities and differences between two or more texts.
Determines and explains how the **central message, lesson,** or **moral** is conveyed in literary text	**Central message, lesson,** or **moral** is the author's stated belief. Student uses the clues in the text to identify and explain the central message.
Describes **characters in a story** and explains how their **actions** contribute to the **sequence of events**	Students explain the connection between what a **character says and does** and how it **impacts** the **sequence of events**.

Compares and contrasts <u>themes, settings, and plots</u> of stories written by the **same author** about the same or similar characters	Student reads **two stories** with similar themes, settings, or plots and identify what is the same and what is different.
	   ● **Theme** – the message of the story (e.g. determination, cooperation, etc.)
	   ● **Setting** – the time and place that a story takes place
	   ● **Plot** – events, problem, and solution in a story

Vocabulary	

Determines or clarifies the **meaning of unknown** and **multiple meaning words** and phrases based on grade level text	**Multiple meaning words** are words that have more than one meaning. ● Examples: bat, row, rock, sink, shake **Synonyms** are words with the same or almost the same meanings. ● Examples: big/large, start/begin, frigid/cold **Antonyms** are words with opposite meanings. ● Examples: calm/excited, noisy/quiet, fun/boring **Context clues** are words in the sentence that help you determine the meaning of an unknown word;
Distinguishes **literal from nonliteral meanings** as well as shades of meaning among related words	**Literal** means exactly what the text says. **Nonliteral** language is when the words mean something other than their literal meaning. Example of Nonliteral Language: idiom Shades of meaning are the small, subtle differences in meaning between similar words or phrases. Example: warm→ hot→ sweltering
Writing	
Writes **informative/explanatory texts** with an introduction of the topic, facts, definitions, details, organizational structure, and conclusion	**Informative/Explanatory** writing is nonfiction writing about a topic. Student successfully writes an informative/explanatory writing that introduces the topic, facts and definitions used to develop points, organizational structure, and a conclusion.
Writes **opinion** pieces with a stated opinion, supported with reasons linked in a logical order, and a conclusion	**Opinion** writing is writing about how the writer feels on a topic. Student successfully writes an opinion writing that states their opinion, give reasons linked in a logical order, and a conclusion.
Writes **narratives** with a situation, characters, dialogue, organization with a natural sequence of events, and closure	**Narrative** writing tells a story. Student successfully writes a narrative writing that focuses on an event or short sequence of events. Details and dialogue are present that help to describe thoughts, actions, and feelings. The writing has a beginning, middle, and end.
Uses a **variety of word**s, phrases and sentence types to appeal to the audience	**Voice** **Example:** ● The writing shows feelings and emotions. Bats are creepy, Bats are scary. Bats do not seem sanitary; Bats in dismal caves keep warm. Bats remind us of a swarm Of insects coming to attack. To bats I say, "Stay back! Stay back!" **Word Choice** ● The words used are descriptive and create a clear mental picture. Author: Anonymous
Conducts short **research** projects that build knowledge about a topic	Student **researches a topic**. ● Uses a variety of resources (books, internet, etc.) ● Creates a product based on their research (presentation, report, project)
Demonstrates grade appropriate understanding of **grammar, capitalization, punctuation, and spelling**	**Examples:** Nouns; pronouns; verbs; adjectives; adverbs; conjunctions; simple, compound, and complex sentences; capitalize titles; commas in addresses; commas and quotation marks in dialogue; possessive nouns; correctly spelling high frequency words