

Learning Progressions

GRADE
3

FOR THE NC STANDARD COURSE OF STUDY IN ENGLISH LANGUAGE ARTS



STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION VISION: Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

STATE BOARD OF EDUCATION MISSION: The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

ERIC DAVIS

Chair: Charlotte – At-Large

JILL CAMNITZ

Greenville – Northeast Region

TODD CHASTEEN

Blowing Rock – Northwest Region

ALAN DUNCAN

Vice Chair: Greensboro – Piedmont-Triad Region

REGINALD KENAN

Rose Hill – Southeast Region

DONNA TIPTON-ROGERS

Brasstown – Western Region

DAN FOREST

Lieutenant Governor: Raleigh – Ex Officio

AMY WHITE

Garner – North Central Region

J. WENDELL HALL

Ahoskie – At-Large

DALE FOLWELL

State Treasurer: Raleigh – Ex Officio

OLIVIA OXENDINE

Lumberton – Sandhills Region

J.B. BUXTON

Raleigh – At-Large

MARK JOHNSON

Superintendent & Secretary to the Board: Raleigh

JAMES FORD

Charlotte – Southwest Region

The above State Board of Education information is a record of the board members at the time of this document's approval for publication. For the current list of State Board Members, Vision and Mission Statements, go to <https://stateboard.ncpublicschools.gov>.

NC DEPARTMENT OF PUBLIC INSTRUCTION

Mark Johnson, State Superintendent / 301 N. Wilmington Street / Raleigh, North Carolina 27601-2825

In compliance with federal law, the NC Department of Public Instruction administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints regarding discrimination issues should be directed to:

Joe Maimone, Chief of Staff / 6307 Mail Service Center, Raleigh, NC 27699-6307 / Phone: (984) 236-2206 / Fax: (984) 236-2349

Visit us on the Web: www.dpi.nc.gov

0720

NC ELA Standards — Learning Progressions

Formative Assessment and Learning Progressions

Formative assessment is a recursive process that occurs during instruction and uses evidence of student learning to adjust instruction to improve achievement (NC Department of Public Instruction, n.d.). The best formative assessments focus on timely information teachers can use to better support students in their learning and evidence students can use to actively manage and adjust their own learning. Through formative assessment, teachers can determine the pace at which students are learning; measure students' current knowledge of the topic, concept, or skill; uncover what students still need to learn; determine if learning opportunities are effective; and identify when instruction must be adapted.

Formative Assessment:

- Highlights the needs of each student
- Supports goal setting within the classroom curriculum
- Allows for monitoring of student progress on an ongoing basis
- Allows students to assume greater responsibility for monitoring and supporting their own learning
- Informs and targets next steps in instruction
- Allows teachers to provide descriptive feedback to students as to where they are in the learning process

Using This Resource

This resource is organized by grade-level to bring further clarity to the skills and expectations measured by the North Carolina English Language Arts Standard Course of Study (NCSCOS). Different from the Vertical Progression that shows how the standards build towards Career and College Readiness, each learning progression focuses on a singular standard and shows how the skills within the standard build towards mastery and extension.

When determining a student's skill set within each learning progression, it is important that teachers ensure the formative assessment aligns with the standards that were taught. With that in mind, if a student's skill set falls within beginning and/or progressing towards mastery of that particular standard, certain misunderstandings may be evident and/or the student may only have a simple understanding of one of more parts of that standard. If a student's skill set falls within applying, the student has shown evidence of mastery of some, if not all skills within that standard. When a student has shown consistent mastery of his/her grade-level expectations for a particular standard, then his or her skill set has moved into the extending phase, which prompts the teacher to provide more challenging learning opportunities.

Once teachers determine students' progress towards standards mastery, teachers can use this data to identify necessary strategies, scaffolds, supports, and/or extensions to meet students' needs.

*Note: Students' skill set may fall across several parts of the learning progressions. ELA educators should use their professional judgement when determining needed supports and/or extensions for students.

Other Considerations

To reach true grade-level standards' expectations, students must be provided with grade-level, complex texts, topics, and tasks. When students are only provided with or exposed to independent, reading-level texts, they are not able to fully engage with the rigor expected of the skills found within their grade-level standards.

Grade-level proficiency in and instructional alignment to the NC ELA Standards requires students to apply the skills within the standards to grade-level, complex texts.

*Note: While grade-level, complex texts should be used for core instruction, independent reading-level texts may be used for purposes of reading for enjoyment, wide reading, and/or scaffolding. Educators should use their professional judgement when determining the appropriate text for the appropriate purpose.

Disclaimer

Each learning progression shows the skills students should know and be able to do by the end of each grade and/or course. The learning progressions emphasize that standards' mastery is a growth process; the learning progressions should not be used to group, categorize, or track students. This resource is meant to help educators explore formative student data to avoid inequitable outcomes that limit the expectations held for students.

The substandards in L.3 and L.5 (K-12) are not separated from the main standard as seen in W.1 - W.3 and SL.1. The substandards are included in the progressions for L.3 and L.5 (K-12) as a whole to provide clarity on the skills and expectations of each of these grade-level standards.

Reading Literature – Grade 3

STANDARD

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Demonstrate understanding of key details	<input type="checkbox"/> Answer questions to demonstrate understanding of a text <input type="checkbox"/> Ask questions to demonstrate understanding of a text	<input type="checkbox"/> Refer explicitly to the text as the basis for the answers, when answering questions <input type="checkbox"/> Refer explicitly to the text as the basis for the answers, when asking questions <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Refer to details and examples in a text when explaining what the text says explicitly <input type="checkbox"/> Refer to details and examples in a text when drawing inferences from the text

STANDARD

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.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Recount stories from diverse cultures <input type="checkbox"/> Recount fables from diverse cultures <input type="checkbox"/> Recount folktales from diverse cultures 	<ul style="list-style-type: none"> <input type="checkbox"/> Recount myths from diverse cultures <input type="checkbox"/> Determine the central message, lesson, or moral 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain how the central message, lesson, or moral is conveyed through key details <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Determine a theme of a story, drama, or poem from details in the text <input type="checkbox"/> Summarize the text

STANDARD

RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Describe characters in a story 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe characters' actions in a story <input type="checkbox"/> Describe sequence of events <input type="checkbox"/> Identify when the characters' actions contribute to the sequence of events 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain how the characters' actions contribute to the sequence of events <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Draw on specific details in the text, when describing a character in depth <input type="checkbox"/> Draw on specific details in the text, when describing the setting in depth <input type="checkbox"/> Draw on specific details in the text, when describing an event in depth

STANDARD

RL.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"><input type="checkbox"/> Identify words that impact the meaning in a text	<ul style="list-style-type: none"><input type="checkbox"/> Determine the meaning of words as they are used in a text	<ul style="list-style-type: none"><input type="checkbox"/> Determine the meaning of phrases as they are used in a text<input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task<input type="checkbox"/> Determine the meaning of words as they are used in a text<input type="checkbox"/> Determine the meaning of phrases as they are used in a text<input type="checkbox"/> Determine how the intended meaning of words affect meaning<input type="checkbox"/> Determine how the intended meaning of phrases affect meaning

STANDARD

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.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Refer to parts of stories, dramas, and poems when writing or speaking about a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Use the term “chapter,” when referring to parts of stories through writing or speaking <input type="checkbox"/> Use the term “scene,” when referring to parts of dramas through writing or speaking <input type="checkbox"/> Use the term “stanza,” when referring to parts of poems through writing or speaking <input type="checkbox"/> Identify how each successive part builds on earlier sections 	<ul style="list-style-type: none"> <input type="checkbox"/> Describes how each successive part builds on earlier sections <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Explain major differences between poems, drama, and prose <input type="checkbox"/> Refer to the structural elements of poems and drama when writing or speaking about a text

STANDARD

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"><input type="checkbox"/> Identify their own point of view	<ul style="list-style-type: none"><input type="checkbox"/> Identify the narrator's or characters' point of views	<ul style="list-style-type: none"><input type="checkbox"/> Distinguish their own point of view from that of the narrator or those of the characters<input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task<input type="checkbox"/> Compare the point of view from which different stories are narrated<input type="checkbox"/> Contrast the point of view from which different stories are narrated<input type="checkbox"/> When comparing and contrasting the points of view, include the difference between first- and third-person narrations

STANDARD

RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"><input type="checkbox"/> Determine what is conveyed by words in a story	<ul style="list-style-type: none"><input type="checkbox"/> Identify the specific aspects of a text’s illustrations that contribute to what is conveyed by the words in a story	<ul style="list-style-type: none"><input type="checkbox"/> Explain how the specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story<input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task<input type="checkbox"/> Make connections between the text of a story or drama and a visual or oral presentation of the text<input type="checkbox"/> Identify where each version reflects specific descriptions in the text<input type="checkbox"/> Identify where each version reflects specific directions in the text

STANDARD

RL.3.8 Not applicable in literature.

STANDARD

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Identify the themes of stories written by the same author about the same or similar characters <input type="checkbox"/> Identify the settings of stories written by the same author about the same or similar characters <input type="checkbox"/> Identify the plots of stories written by the same author about the same or similar characters 	<ul style="list-style-type: none"> <input type="checkbox"/> Compares the themes of stories written by the same author about the same or similar characters <input type="checkbox"/> Compares the settings of stories written by the same author about the same or similar characters <input type="checkbox"/> Compares the plots of stories written by the same author about the same or similar characters 	<ul style="list-style-type: none"> <input type="checkbox"/> Contrasts the themes of stories written by the same author about the same or similar characters <input type="checkbox"/> Contrasts the settings of stories written by the same author about the same or similar characters <input type="checkbox"/> Contrasts the plots of stories written by the same author about the same or similar characters <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> In stories from different cultures, compare the use of similar <ul style="list-style-type: none"> <input type="checkbox"/> Themes <input type="checkbox"/> Topics <input type="checkbox"/> Patterns <input type="checkbox"/> In myths from different cultures, compare the use of similar <ul style="list-style-type: none"> <input type="checkbox"/> Themes <input type="checkbox"/> Topics <input type="checkbox"/> Patterns <input type="checkbox"/> In traditional literature from different cultures, compare the use of similar <ul style="list-style-type: none"> <input type="checkbox"/> Themes <input type="checkbox"/> Topics <input type="checkbox"/> Patterns <input type="checkbox"/> In stories from different cultures, contrast the use of similar <ul style="list-style-type: none"> <input type="checkbox"/> Themes <input type="checkbox"/> Topics <input type="checkbox"/> Patterns

			<input type="checkbox"/> In myths from different cultures, contrast the use of similar <ul style="list-style-type: none"> <input type="checkbox"/> Themes <input type="checkbox"/> Topics <input type="checkbox"/> Patterns <input type="checkbox"/> In traditional literature from different cultures, contrast the use of similar <ul style="list-style-type: none"> <input type="checkbox"/> Themes <input type="checkbox"/> Topics <input type="checkbox"/> Patterns
--	--	--	--

STANDARD

RL.3.10 By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Read and understand literature at the high end of the 2-3 text complexity band proficiently and independently	<input type="checkbox"/> Read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time	<input type="checkbox"/> Connect prior knowledge to literature <input type="checkbox"/> Connect experiences to literature <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Read and understand literature within the 4-5 text complexity band proficiently and independently <input type="checkbox"/> Read and understand literature within the 4-5 complexity band proficiently and independently for sustained periods of time <input type="checkbox"/> Connect prior knowledge to literature <input type="checkbox"/> Connect experiences to literature

Reading Informational Text – Grade 3

STANDARD

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Demonstrate understanding of key details in a text	<input type="checkbox"/> Ask questions to demonstrate understanding of a text <input type="checkbox"/> Answer questions to demonstrate understanding of a text	<input type="checkbox"/> Refer explicitly to the text as the basis for the answers, when answering questions <input type="checkbox"/> Refer explicitly to the text as the basis for the answers, when asking questions <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Refer to details and examples in a text when explaining what the text says explicitly <input type="checkbox"/> Refer to details and examples in a text when drawing inferences from the text

STANDARD

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Determine the main idea of a text	<input type="checkbox"/> Recount the key details of text	<input type="checkbox"/> Explain how the key details of a text support the main idea <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Explain how the main idea of a text is supported by key details <input type="checkbox"/> Summarize the text, using the main idea and supporting key details

STANDARD

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.

Beginning	Progressing	Applying	Extending
<p><input type="checkbox"/> Describe a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p>	<p><input type="checkbox"/> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p>	<p><input type="checkbox"/> When describing the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, use language that pertains to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Time <input type="checkbox"/> Sequence <input type="checkbox"/> Cause/effect <p><input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task</p>	<p><input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task</p> <p><input type="checkbox"/> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text</p> <p><input type="checkbox"/> When explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, include what happened based on specific information in the text</p> <p><input type="checkbox"/> When explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, include why something happened, based on specific information in the text</p>

STANDARD

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.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Identify general academic words in a text relevant to a grade 3 topic or subject area <input type="checkbox"/> Identify domain-specific academic words in a text relevant to a grade 3 topic or subject area 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of general academic words in a text <input type="checkbox"/> Determine the meaning of domain-specific words in a text <input type="checkbox"/> Identify general academic phrases in a text relevant to a grade 3 topic or subject area <input type="checkbox"/> Identify domain-specific academic phrases in a text relevant to a grade 3 topic or subject area 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of general academic phrases in a text relevant to a grade 3 topic or subject area <input type="checkbox"/> Determine the meaning of domain-specific phrases in a text relevant to a grade 3 topic or subject area <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Determine the meaning of general academic words or phrases in a text relevant to a grade 4 topic or subject area <input type="checkbox"/> Determine the meaning of domain-specific words or phrases in a text relevant to a grade 4 topic or subject area

STANDARD

RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Use text features <input type="checkbox"/> Use search tools 	<ul style="list-style-type: none"> <input type="checkbox"/> Use text features to locate relevant information to a given topic <input type="checkbox"/> Use search tools to locate relevant information to a given topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Efficiently use text features to locate information relevant to a given topic <input type="checkbox"/> Efficiently use search tools to locate information relevant to a given topic <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Describe the overall structure of events, ideas, concepts, or information in a text or part of a text

STANDARD

RI.3.6 Distinguish their own point of view from that of the author of a text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify their own point of view of a text	<input type="checkbox"/> Identify the author's point of view of a text	<input type="checkbox"/> Distinguish their own point of view from that of the author of a text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Compare a firsthand and secondhand account of the same event or topic <input type="checkbox"/> Contrast a firsthand and secondhand account of the same event or topic <input type="checkbox"/> Describe the differences in focus and the information provided

STANDARD

RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Identify information gained from illustrations in a text <input type="checkbox"/> Identify information gained from the words in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Use information gained from illustrations in a text to demonstrate understanding of the text 	<ul style="list-style-type: none"> <input type="checkbox"/> Use information gained from the words in a text to demonstrate understanding of the text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Interpret information presented visually, orally, or quantitatively <input type="checkbox"/> Explain how the interpreted information contributes to an understanding of the text in which it appears

STANDARD

RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Identify how the author connects ideas between sentences and paragraphs 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe how the author connects ideas between sentences and paragraphs 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe how the author connects ideas between sentences and paragraphs to support specific points in a text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Explain how an author uses reasons to support particular points in a text <input type="checkbox"/> Explain how an author uses evidence to support particular points in a text

STANDARD

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Demonstrate understanding of the common topic between texts	<input type="checkbox"/> Compare the most important points presented by two texts on the same topic <input type="checkbox"/> Contrast the most important points presented by two texts on the same topic <input type="checkbox"/> Identify the key details presented in two texts on the same topic	<input type="checkbox"/> Compare the key details presented by two texts on the same topic <input type="checkbox"/> Contrast the key details presented by two texts on the same topic <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

STANDARD

RI.3.10 By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Independently read and understand informational text at the high end of the 2-3 text complexity band <input type="checkbox"/> Proficiently read and understand informational text at the high end of the 2-3 text complexity band 	<ul style="list-style-type: none"> <input type="checkbox"/> Independently read and understand informational texts at the high end of the 2-3 text complexity band for sustained periods of time <input type="checkbox"/> Proficiently read and understand informational texts at the high end of the 2-3 text complexity band for sustained periods of time 	<ul style="list-style-type: none"> <input type="checkbox"/> Connect prior knowledge to informational text <input type="checkbox"/> Connect experiences to informational text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Independently read informational texts within the 4-5 text complexity band <input type="checkbox"/> Proficiently read informational texts within the 4-5 text complexity band <input type="checkbox"/> Independently read and understand informational texts within the 4-5 complexity band for sustained periods of time <input type="checkbox"/> Proficiently read and understand informational texts within the 4-5 complexity band for sustained periods of time <input type="checkbox"/> Connect prior knowledge to informational text <input type="checkbox"/> Connect experiences to informational text

Writing – Grade 3

STANDARD

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- c. Provide reasons that support the opinion.
- d. Use linking words and phrases to connect opinion and reasons.
- e. Provide a concluding statement or section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.

Beginning

Progressing

Applying

Extending

W.3.1

Write opinion pieces on topics or texts

Support a point of view, when writing opinion pieces on topics or texts

Provide reasons to support a point of view, when writing opinion pieces on topics or texts

Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

Consistently demonstrates grade-level proficiency

Provide information to support a point of view, when writing opinion pieces on topics or text

W.3.1a

Gather information and ideas

Select information related to the topic

Organize information and ideas around a topic to plan and prepare to write

Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

Select ideas related to the topic

Consistently demonstrates grade-level proficiency

W.3.1b

Introduce the topic or text they are writing about

State an opinion

Create an organizational structure that lists reasons

Consistently demonstrates grade-level proficiency

Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

Clearly introduce a topic or text

Create an organizational structure in which related ideas are grouped to support the writer's purpose

W.3.1c

Identify reasons related to the opinion

Identify reasons that support the opinion

Provide reasons that support the opinion

Consistently demonstrates grade-level proficiency

Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

Provide reasons that are supported by facts

Provide reasons that are supported by details

W.3.1d

Identify how the opinion and reasons connect

Identify linking words to connect opinion and reasons

Use linking words to connect opinion and reasons

Identify linking phrases to connect opinion and reasons

Use linking phrases to connect opinion and reasons

Consistently demonstrates grade-level proficiency

Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

W.3.1e

Identify when to conclude

Identify appropriate concluding words

Provide a concluding statement or section

Consistently demonstrates grade-level proficiency

Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

W.3.1f

With guidance and support from adults,

Strengthen writing as needed by revising

Strengthen writing as needed by editing

With guidance and support from peers,

Strengthen writing as needed by revising

Strengthen writing as needed by editing

With guidance and support from adults,

Develop writing as needed by revising with consideration to task and purpose

Develop writing as needed by editing with consideration to task and purpose

With guidance and support from peers,

Develop writing as needed by revising with consideration to task and purpose

Develop writing as needed by editing with consideration to task and purpose

With guidance and support from adults,

Strengthen writing as needed by revising with consideration to task and purpose

Strengthen writing as needed by editing with consideration to task and purpose

With guidance and support from peers,

Strengthen writing as needed by revising with consideration to task and purpose

Strengthen writing as needed by editing with consideration to task and purpose

Consistently demonstrates grade-level proficiency

Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

With guidance and support from adults,

Strengthen writing as needed by revising with consideration to audience

Strengthen writing as needed by editing with consideration to audience

With guidance and support from peers,

Strengthen writing as needed by revising with consideration to audience

Strengthen writing as needed by editing with consideration to audience

STANDARD

W.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- c. Develop the topic with facts, definitions, and details.
- d. Use linking words and phrases to connect ideas within categories of information.
- e. Provide a concluding statement or section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.

Beginning	Progressing	Applying	Extending
W.3.2			
<input type="checkbox"/> Examine the topic	<input type="checkbox"/> Select ideas <input type="checkbox"/> Select information <input type="checkbox"/> Organize ideas and information	<input type="checkbox"/> Write informative/ explanatory texts to: <input type="checkbox"/> Examine a topic <input type="checkbox"/> Clearly convey ideas and information <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task
W.3.2a			
<input type="checkbox"/> Gather information and ideas	<input type="checkbox"/> Select information related to the topic <input type="checkbox"/> Select ideas related to the topic	<input type="checkbox"/> Organize information and ideas around a topic to plan and prepare to write <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

W.3.2b

<input type="checkbox"/> Introduce a topic	<input type="checkbox"/> Determine how information is related <input type="checkbox"/> Determine if illustrations may be useful in aiding comprehension	<input type="checkbox"/> Group related information together <input type="checkbox"/> Include illustrations when useful to aiding comprehension <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task <input type="checkbox"/> Clearly introduce a topic <input type="checkbox"/> Group related information in paragraphs and sections <input type="checkbox"/> When useful to aiding comprehension, include: <ul style="list-style-type: none"> <input type="checkbox"/> Formatting <input type="checkbox"/> Illustrations <input type="checkbox"/> Multimedia
--	--	---	---

W.3.2c

<input type="checkbox"/> Select facts related to the topic <input type="checkbox"/> Select definitions related to the topic <input type="checkbox"/> Select details related to the topic	<input type="checkbox"/> Determine the appropriate facts for developing the topic <input type="checkbox"/> Determine the appropriate definitions for developing the topic <input type="checkbox"/> Determine the appropriate details for developing the topic	<input type="checkbox"/> Develop the topic with: <ul style="list-style-type: none"> <input type="checkbox"/> Facts <input type="checkbox"/> Definitions <input type="checkbox"/> Details <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task <input type="checkbox"/> Develop the topic with concrete details, quotations, or other information and examples related to the topic
--	---	--	---

W.3.2d

<input type="checkbox"/> Identify how the ideas within categories of information connect	<input type="checkbox"/> Identify linking words to connect ideas within categories of information <input type="checkbox"/> Identify linking phrases to connect ideas within categories of information	<input type="checkbox"/> Use linking words to connect ideas within categories of information <input type="checkbox"/> Use linking phrases to connect ideas within categories of information <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task <input type="checkbox"/> Link ideas within categories of information using words <input type="checkbox"/> Link ideas within categories of information using phrases
--	--	--	---

W.3.2e

<input type="checkbox"/> Identify when to conclude	<input type="checkbox"/> Identify appropriate concluding words	<input type="checkbox"/> Provide a concluding statement or section <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task <input type="checkbox"/> Provide a concluding statement or section related to the information or explanation presented
--	--	--	---

W.3.2f

<p>With guidance and support from adults,</p> <input type="checkbox"/> Strengthen writing as needed by revising <input type="checkbox"/> Strengthen writing as needed by editing	<p>With guidance and support from adults,</p> <input type="checkbox"/> Develop writing as needed by revising with consideration to task and purpose <input type="checkbox"/> Develop writing as needed by editing with consideration to task and purpose	<p>With guidance and support from adults,</p> <input type="checkbox"/> Strengthen writing as needed by revising with consideration to task and purpose <input type="checkbox"/> Strengthen writing as needed by editing with consideration to task and purpose	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task
<p>With guidance and support from peers,</p> <input type="checkbox"/> Strengthen writing as needed by revising <input type="checkbox"/> Strengthen writing as needed by editing	<p>With guidance and support from peers,</p> <input type="checkbox"/> Develop writing as needed by revising with consideration to task and purpose <input type="checkbox"/> Develop writing as needed by editing with consideration to task and purpose	<p>With guidance and support from peers,</p> <input type="checkbox"/> Strengthen writing as needed by revising with consideration to task and purpose <input type="checkbox"/> Strengthen writing as needed by editing with consideration to task and purpose <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<p>With guidance and support from adults,</p> <input type="checkbox"/> Strengthen writing as needed by revising with consideration to audience <input type="checkbox"/> Strengthen writing as needed by editing with consideration to audience
			<p>With guidance and support from peers,</p> <input type="checkbox"/> Strengthen writing as needed by revising with consideration to audience <input type="checkbox"/> Strengthen writing as needed by editing with consideration to audience

STANDARD

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- d. Use temporal transition words and phrases to signal event order.
- e. Provide a sense of closure.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.

Beginning	Progressing	Applying	Extending
W.3.3			
<input type="checkbox"/> Choose real or imagined experiences or events to write about	<input type="checkbox"/> Organize event sequences clearly <input type="checkbox"/> Select details needed to describe the real or imagined experiences or events	<input type="checkbox"/> Write narratives to develop real or imagined experiences or events using: <input type="checkbox"/> Effective technique <input type="checkbox"/> Descriptive details <input type="checkbox"/> Clear event sequences <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task
W.3.3a			
<input type="checkbox"/> Gather information and ideas	<input type="checkbox"/> Select information related to the topic <input type="checkbox"/> Select ideas related to the topic	<input type="checkbox"/> Organize information and ideas around a topic to plan and prepare to write <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task

W.3.3b

- Establish a situation
- Determine a narrator
- Determine the characters

- Introduce a narrator and/or characters
- Determine an event sequence that naturally unfolds

- Organize an event sequence that unfolds naturally
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex topic, and/or task
- Orient the reader when establishing the situation and introducing

W.3.3c

- Describe actions
- Describe thoughts
- Describe feelings
- Determine additional details needed for developing experiences and events

- Develop experiences and events by including:
 - Descriptions of actions
 - Descriptions of thoughts
 - Descriptions of feelings
 - Dialogue
- Determine the additional details needed for showing the response of characters to situations

- Show the response of characters to situations by including:
 - Descriptions of actions
 - Descriptions of thoughts
 - Descriptions of feelings
 - Dialogue
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex topic, and/or task

W.3.3d

- Use temporal transition words to signal event order

- Determine temporal transition phrases to signal event order

- Use temporal phrases to signal event order
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex topic, and/or task
- Use a variety of transitional words and phrases to manage the sequence of events

W.3.3e

<input type="checkbox"/> Determine when some sense of closure is needed	<input type="checkbox"/> Determine how to provide a sense of closure	<input type="checkbox"/> Provide a sense of closure <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task <input type="checkbox"/> Provide a conclusion that follows from the narrated experiences or events
---	--	---	---

W.3.3f

<p>With guidance and support from adults,</p> <input type="checkbox"/> Strengthen writing as needed by revising <input type="checkbox"/> Strengthen writing as needed by editing	<p>With guidance and support from adults,</p> <input type="checkbox"/> Develop writing as needed by revising with consideration to task and purpose <input type="checkbox"/> Develop writing as needed by editing with consideration to task and purpose	<p>With guidance and support from adults,</p> <input type="checkbox"/> Strengthen writing as needed by revising with consideration to task and purpose <input type="checkbox"/> Strengthen writing as needed by editing with consideration to task and purpose	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task <p>With guidance and support from adults,</p> <input type="checkbox"/> Strengthen writing as needed by revising with consideration to audience <input type="checkbox"/> Strengthen writing as needed by editing with consideration to audience
<p>With guidance and support from peers,</p> <input type="checkbox"/> Strengthen writing as needed by revising <input type="checkbox"/> Strengthen writing as needed by editing	<p>With guidance and support from peers,</p> <input type="checkbox"/> Develop writing as needed by revising with consideration to task and purpose <input type="checkbox"/> Develop writing as needed by editing with consideration to task and purpose	<p>With guidance and support from peers,</p> <input type="checkbox"/> Strengthen writing as needed by revising with consideration to task and purpose <input type="checkbox"/> Strengthen writing as needed by editing with consideration to task and purpose <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<p>With guidance and support from peers,</p> <input type="checkbox"/> Strengthen writing as needed by revising with consideration to audience <input type="checkbox"/> Strengthen writing as needed by editing with consideration to audience

STANDARD

W.3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.

Beginning	Progressing	Applying	Extending
<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use digital tools and resources to produce writing <input type="checkbox"/> Use digital tools and resources to publish writing 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use word processing skills 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use digital tools and resources to interact with others <input type="checkbox"/> Use digital tools and resources to collaborate with others <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task <p>With some guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use digital tools and resources to produce writing <input type="checkbox"/> Use digital tools and resources to publish writing <input type="checkbox"/> Use digital tools and resources to interact with others <input type="checkbox"/> Use digital tools and resources to collaborate with others <input type="checkbox"/> Demonstrate sufficient command of word processing skills

STANDARD**W.3.5** Conduct short research projects that build knowledge about a topic.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Participate in research projects	<input type="checkbox"/> Conduct short research projects	<input type="checkbox"/> Build knowledge about a topic, when conducting short research projects <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex text, topic, and/or task <input type="checkbox"/> Conduct short research projects that build knowledge through investigation of different aspects of a topic

STANDARD**W.3.6** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Recall information from experiences <input type="checkbox"/> Gather information from print and digital sources	<input type="checkbox"/> Take brief notes on sources	<input type="checkbox"/> Sort evidence into provided categories <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex source, topic, and/or task <input type="checkbox"/> Recall relevant information from experiences <input type="checkbox"/> Gather relevant information from print and digital sources <input type="checkbox"/> Provide a list of sources

Speaking and Listening – Grade 3

STANDARD

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

- 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. Follow agreed-upon rules for discussions.
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Beginning	Progressing	Applying	Extending
SL.3.1			
<input type="checkbox"/> Engage in collaborative discussions with diverse partners on grade 3 topics and texts <input type="checkbox"/> Build on others’ ideas in collaborative discussions with diverse partners on grade 3 topics and texts	<input type="checkbox"/> Effectively engage in collaborative discussions with diverse partners on grade 3 topics and texts <input type="checkbox"/> Clearly express their own ideas when effectively engaging in a range of collaborative discussions with diverse partners on grade 3 topics and texts	<input type="checkbox"/> Effectively engage in a range of collaborative discussions with diverse partners on grade 3 topics and texts: <ul style="list-style-type: none"> <input type="checkbox"/> One-on-one <input type="checkbox"/> In groups <input type="checkbox"/> Teacher-led 	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks
SL.3.1a			
<input type="checkbox"/> Come to discussions prepared, having read and studied required material	<input type="checkbox"/> Explicitly draw on preparation and other information known about the topic when engaging in collaborative discussions	<input type="checkbox"/> Explore the ideas under discussion, by explicitly drawing on preparation and other information known about the topic <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks

SL.3.1b

Help develop rules for discussions

Understand agreed-upon rules for discussions

Follow agreed-upon rules for discussions

Consistently demonstrates grade-level proficiency

Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks

Carry out assigned roles

SL.3.1c

Link their comments to the remarks of others

Ask questions to check understanding of information presented

Evaluate questions and comments for relevancy to the topic

Stay on topic

Consistently demonstrates grade-level proficiency

Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks

Pose specific questions to clarify or follow up on information

Respond to specific questions to clarify or follow up on information

Make comments that contribute to the discussion

SL.3.1d

State their own ideas and understanding

Explain their own ideas and understanding

Demonstrate understanding of the ideas and comments shared during the discussion

In light of the discussion, explain their own ideas and understanding

Consistently demonstrates grade-level proficiency

Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks

Review the key ideas expressed

STANDARD

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.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Determine the main ideas of a text read aloud <input type="checkbox"/> Determine the main ideas of information presented in diverse media and formats: <ul style="list-style-type: none"> <input type="checkbox"/> Visually <input type="checkbox"/> Quantitatively <input type="checkbox"/> Orally 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the details for their relevance to the main ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the supporting details <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Determine the words and phrases needed to express understanding of the main ideas and supporting details <input type="checkbox"/> Determine the words and phrases needed to clarify the main ideas and supporting details <input type="checkbox"/> Paraphrase portions of a text read aloud or information presented in diverse media and formats: <ul style="list-style-type: none"> <input type="checkbox"/> Visually <input type="checkbox"/> Quantitatively <input type="checkbox"/> Orally

STANDARD

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Monitor comprehension of information from a speaker 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about information from a speaker <input type="checkbox"/> Answer questions about information from a speaker 	<ul style="list-style-type: none"> <input type="checkbox"/> Offer appropriate elaboration and detail <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Identify the points made by the speaker <input type="checkbox"/> Identify the reasons a speaker provides to support particular points <input type="checkbox"/> Identify the evidence a speaker provides to support particular points

STANDARD

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 in complete sentences at an understandable pace.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Speak in complete sentences <input type="checkbox"/> Tell a story or recount an experience with: <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate facts <input type="checkbox"/> Relevant details <input type="checkbox"/> Descriptive details 	<ul style="list-style-type: none"> <input type="checkbox"/> Speak clearly in complete sentences <input type="checkbox"/> Identify a topic or text on which to report 	<ul style="list-style-type: none"> <input type="checkbox"/> Report on a topic or text <input type="checkbox"/> Speak at an understandable pace <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Identify the main ideas or themes of the topic or text, story, or experience <input type="checkbox"/> Identify the appropriate facts to support the main ideas or themes <input type="checkbox"/> Identify relevant details to support the main ideas or themes <input type="checkbox"/> Identify descriptive details to support the main ideas or themes <input type="checkbox"/> Support main ideas or themes, when reporting on a topic or text, telling a story, or recounting an experience <input type="checkbox"/> Report on a topic or text, tell a story, or recount an experience in an organized manner <input type="checkbox"/> Adjust speech as appropriate to formal discourse <input type="checkbox"/> Adjust speech as appropriate to informal discourse

STANDARD

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Create audio recordings of stories or poems 	<ul style="list-style-type: none"> <input type="checkbox"/> Create engaging audio recordings of stories or poems <input type="checkbox"/> Demonstrate fluid reading at an understandable pace <input type="checkbox"/> Determine the facts or details that need emphasis or enhancement 	<ul style="list-style-type: none"> <input type="checkbox"/> Add visual displays when appropriate to emphasize or enhance certain facts or details <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Add audio recordings to presentations <input type="checkbox"/> Add visual displays to presentations <input type="checkbox"/> Add audio recordings related to the main ideas or themes <input type="checkbox"/> Add visual displays related to the main ideas or themes <input type="checkbox"/> Add audio recordings to presentations when appropriate to enhance the development of main ideas or themes <input type="checkbox"/> Add visual displays to presentations when appropriate to enhance the development of main ideas or themes <input type="checkbox"/> Determine where development of main ideas or themes may be needed

Language – Grade 3

STANDARD

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate strong command of conventions within the K-1 Continua <input type="checkbox"/> Demonstrate the function of nouns <input type="checkbox"/> Demonstrate understanding of collective nouns (such as <i>group</i>) <input type="checkbox"/> Demonstrate understanding of the function of verbs <input type="checkbox"/> Demonstrate understanding of shifts in verb tense <input type="checkbox"/> Demonstrate understanding of the function of adjectives <input type="checkbox"/> Demonstrate understanding of when to use adjectives or adverbs <input type="checkbox"/> Demonstrate understanding of the function of conjunctions <input type="checkbox"/> Demonstrate understanding of the function of adverbs <input type="checkbox"/> Demonstrate understanding of the function of prepositions 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure subject/verb agreement <input type="checkbox"/> Explain the function of nouns <input type="checkbox"/> Use collective nouns (such as <i>group</i>) <input type="checkbox"/> Use frequently occurring irregular plural nouns <input type="checkbox"/> Explain the function of verbs <input type="checkbox"/> Use past tense of frequently occurring irregular verbs <input type="checkbox"/> Use regular and irregular verbs <input type="checkbox"/> Use simple verb tenses <input type="checkbox"/> Use the perfect verb tenses <input type="checkbox"/> Use verbs to convey sense of various times, sequences <input type="checkbox"/> Recognize inappropriate shifts in verb tense <input type="checkbox"/> Explain the function of adjectives 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate a strong command of conventions within the K-3 Continua 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Use abstract nouns (such as <i>courage</i>) <input type="checkbox"/> Form and use progressive verb tenses <input type="checkbox"/> Use modal auxiliaries (such as <i>may</i> or <i>must</i>) <input type="checkbox"/> Convey sense of various states, and conditions <input type="checkbox"/> Correct inappropriate shifts in verb tense <input type="checkbox"/> Form and use comparative and superlative adjectives <input type="checkbox"/> Order adjectives within sentences according to conventional patterns <input type="checkbox"/> Use correlative conjunctions (such as <i>either/or</i>)

<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of the function of pronouns, including reflexive pronouns <input type="checkbox"/> Demonstrate understanding of homophones <input type="checkbox"/> Demonstrate understanding of interjections 	<ul style="list-style-type: none"> <input type="checkbox"/> Accurately choose which to use – adjective or adverb <input type="checkbox"/> Explain the function of conjunctions <input type="checkbox"/> Use coordinating and subordinating conjunctions <input type="checkbox"/> Explain the function of adverbs <input type="checkbox"/> Form and use comparative adverbs <input type="checkbox"/> Produce, expand, and rearrange simple and compound sentences <input type="checkbox"/> Explain the function of prepositions <input type="checkbox"/> Explain the function of pronouns <input type="checkbox"/> Use reflexive pronouns <input type="checkbox"/> Correctly use <i>a</i>, <i>an</i>, and <i>the</i> <input type="checkbox"/> Correctly use common homophones <input type="checkbox"/> Explain the function of and use interjections 		<ul style="list-style-type: none"> <input type="checkbox"/> Form and use superlative adverbs <input type="checkbox"/> Use relative adverbs <input type="checkbox"/> Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences <input type="checkbox"/> Produce, expand, and rearrange simple, compound, and complex sentences <input type="checkbox"/> Form and use prepositional phrases <input type="checkbox"/> Ensure pronoun-antecedent agreement <input type="checkbox"/> Use relative pronouns <input type="checkbox"/> Correctly use frequently confused words (such as <i>to</i>, <i>two</i>, <i>too</i>) <input type="checkbox"/> Explain the function of phrases and clauses <input type="checkbox"/> Recognize independent and dependent phrases and clauses
---	---	--	--

STANDARD

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate strong command of conventions within the K-1 Continua <input type="checkbox"/> Demonstrate understanding of capitalization of holidays <input type="checkbox"/> Demonstrate understanding of capitalization of product names <input type="checkbox"/> Demonstrate understanding of capitalization of geographic names <input type="checkbox"/> Demonstrate understanding of capitalization of words in titles <input type="checkbox"/> Demonstrate understanding of correct capitalization <input type="checkbox"/> Demonstrate understanding of commas to separate single words in a series <input type="checkbox"/> Demonstrate understanding of commas in greetings and closings of letters <input type="checkbox"/> Demonstrate understanding of apostrophes to form contractions 	<ul style="list-style-type: none"> <input type="checkbox"/> Capitalize holidays <input type="checkbox"/> Capitalize product names <input type="checkbox"/> Capitalize geographic names <input type="checkbox"/> Capitalize appropriate words in titles <input type="checkbox"/> Use correct capitalization <input type="checkbox"/> Use commas to separate single words in a series <input type="checkbox"/> Use commas in greetings and closings of letters <input type="checkbox"/> Use an apostrophe to form contractions <input type="checkbox"/> Use an apostrophe to form frequently occurring possessives <input type="checkbox"/> Use commas in addresses <input type="checkbox"/> Use commas in dialogue <input type="checkbox"/> Form and use possessives <input type="checkbox"/> Use quotation marks in dialogue 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate strong command of conventions within the K-3 Continua 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Use punctuation to separate items in a series <input type="checkbox"/> Use a comma to set off the words <i>yes</i> and <i>no</i> <input type="checkbox"/> Use a comma to set off a tag question from the rest of the sentence <input type="checkbox"/> Use a comma to indicate a direct address <input type="checkbox"/> Use underlining, quotation marks, or italics to indicate titles of works <input type="checkbox"/> Spell grade-appropriate words correctly

<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of apostrophes to form possessives <input type="checkbox"/> Demonstrate understanding of commas in addresses <input type="checkbox"/> Demonstrate understanding of commas in dialogue <input type="checkbox"/> Demonstrate understanding of possessives <input type="checkbox"/> Demonstrate understanding of quotation marks in dialogue <input type="checkbox"/> Demonstrate understanding of conventional spelling <input type="checkbox"/> Demonstrate understanding of spelling patterns and generalizations <input type="checkbox"/> Demonstrate understanding of reference materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Use conventional spelling for high frequency and other studied words and for adding suffixes to base words <input type="checkbox"/> Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words <input type="checkbox"/> Consult reference materials as needed to check and correct spellings 		
---	---	--	--

STANDARD

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English

Note: Substandards “a” and “b” are not separated from the main standard, as seen in W.3.1 - W.3.3 and SL.3.1. The substandards L.3.3a, and L.3.3b are included in the progression of L.3.3 as a whole to provide clarity on the skills and expectations of the standard.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Use knowledge of language 	<ul style="list-style-type: none"> <input type="checkbox"/> Use language conventions when: <ul style="list-style-type: none"> <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Listening 	<ul style="list-style-type: none"> <input type="checkbox"/> Choose words for effect <input type="checkbox"/> Choose phrases for effect <input type="checkbox"/> Recognize differences between the conventions of spoken and written standard English <input type="checkbox"/> Observe differences between the conventions of spoken and written standard English <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Choose words to convey ideas precisely <input type="checkbox"/> Choose phrases to convey ideas precisely <input type="checkbox"/> Choose punctuation for effect <input type="checkbox"/> Differentiate between contexts that call for formal English and situations where informal discourse is appropriate

STANDARD

L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Determine the meaning of unknown words and phrases based on grade-level reading and content	<input type="checkbox"/> Clarify the meaning of multiple-meaning words and phrases based on grade-level reading and content	<input type="checkbox"/> Choose flexibly from a range of strategies to determine and/or clarify the meaning of words and phrases: <ul style="list-style-type: none"> <input type="checkbox"/> Context clues <input type="checkbox"/> Word parts <input type="checkbox"/> Word relationships <input type="checkbox"/> Reference materials <input type="checkbox"/> Consistently demonstrate proficiency of L.3.4 with grade-level texts	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts

STANDARD

L.3.5 Demonstrate understanding of nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context.
- b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

Note: Substandards “a” and “b” are not separated from the main standard, as seen in W.3.1 - W.3.3 and SL.3.1. The substandards L.3.5a, and L.3.5b are included in the progression of L.3.5 as a whole to provide clarity on the skills and expectations of the standard.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Distinguish the literal and nonliteral meanings of words in context <input type="checkbox"/> Distinguish the literal and nonliteral meanings of phrases in context 	<ul style="list-style-type: none"> <input type="checkbox"/> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of nuances in word meanings <input type="checkbox"/> Consistently demonstrate proficiency of L.3.5 with grade-level texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts <input type="checkbox"/> Demonstrate understanding of figurative language <input type="checkbox"/> Explain the meaning of simple similes in context <input type="checkbox"/> Explain the meaning of simple metaphors in context <input type="checkbox"/> Recognize the meaning of: <ul style="list-style-type: none"> <input type="checkbox"/> Common idioms <input type="checkbox"/> Common adages <input type="checkbox"/> Common proverbs <input type="checkbox"/> Explain the meaning of: <ul style="list-style-type: none"> <input type="checkbox"/> Common idioms <input type="checkbox"/> Common adages <input type="checkbox"/> Common proverbs

STANDARD

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.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Understand grade-appropriate words and phrases: <ul style="list-style-type: none"> <input type="checkbox"/> Conversational <input type="checkbox"/> General academic <input type="checkbox"/> Domain-specific 	<ul style="list-style-type: none"> <input type="checkbox"/> Acquire grade-appropriate words and phrases: <ul style="list-style-type: none"> <input type="checkbox"/> Conversational <input type="checkbox"/> General academic <input type="checkbox"/> Domain-specific <input type="checkbox"/> Accurately use grade-appropriate words and phrases: <ul style="list-style-type: none"> <input type="checkbox"/> Conversational <input type="checkbox"/> General academic <input type="checkbox"/> Domain-specific 	<ul style="list-style-type: none"> <input type="checkbox"/> Acquire grade-appropriate conversational, general academic, and domain-specific words and phrases that signal spatial relationships <input type="checkbox"/> Acquire grade-appropriate conversational, general academic, and domain-specific words and phrases that signal temporal relationships <input type="checkbox"/> Use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases that signal spatial relationships <input type="checkbox"/> Use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases that signal temporal relationships <input type="checkbox"/> Consistently demonstrate proficiency of L.3.6 with grade-level texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts and/or tasks <input type="checkbox"/> Acquire grade-appropriate general academic, and domain-specific words and phrases that signal precise actions, emotions, or states of being <input type="checkbox"/> Acquire grade-appropriate general academic, and domain-specific words and phrases that are basic to a particular topic <input type="checkbox"/> Use accurately grade-appropriate general academic, and domain-specific words and phrases that signal precise actions, emotions, or states of being <input type="checkbox"/> Use accurately grade-appropriate general academic, and domain-specific words and phrases that are basic to a particular topic