

Grade 3 ELA				
Reading and Literature <i>5 Standards</i>	1.0 (Needs additional support)	2.0 (has foundational knowledge)	3.0 (meets learning goal or expectation)	4.0 (goes above and beyond what was taught)
1) Knows and applies third grade phonics and word analysis.	Reads 0-50% of the grade level words correctly that includes prefixes, suffixes, multisyllabic words, and irregularly spelled words.	Reads 51% to 79% of the grade level words that includes prefixes, suffixes, multisyllabic words, and irregularly spelled words.	Reads 80% or higher of the grade level words that includes prefixes, suffixes, multisyllabic words, and irregularly spelled words.	Reads 100% of the grade level words and at least 80% of the challenge words correctly on a given word list that includes prefixes, suffixes, multisyllabic words, and irregularly spelled words.
2) Reads grade level text fluently and at an appropriate rate with phrasing	Requires repeated readings or previews readings before attempting grade level work. Makes ten or more errors during a given passage.	Reads below the grade level fluency expectations in words per minute and makes less than 10 errors.	Reads grade level text fluently at an appropriate rate according to given benchmarks: First Benchmark - 72 Words Per Minute; Second Benchmark - 89 Words Per Minute; End of year Benchmark - 110 Words Per Minute	Reads above grade level expectations with phrasing and expression.
3) Summarize important ideas and details of a text	With help, the student can perform Score 2.0 and 3.0 expectations	Applies skills with varied consistency and quality- summarizes important details of a text, which includes recounting the story through key details and a central message (lesson or moral) and/or providing the main ideas and explains how details support it.	Summarizes important details of a text, which includes recounting the story through key details and a central message (lesson or moral) and/or providing the main ideas and explains how details support it.	Summarizes important details of a text, which includes recounting the story through key details and a central message (lesson or moral) and/or providing the main ideas and explains how details support it consistently, in more complex texts, and across a variety of genres.

4) Makes logical inferences through critical reading and thinking	With help, the student can perform Score 2.0 and 3.0 expectations	Demonstrates a beginning proficiency in logical inferences. Skills are applied with varied consistency and quality.	Makes logical inferences (aka draw conclusions) through critical reading and thinking. Examples include - how character is feeling, literary elements that are described instead of stated, etc...	Makes logical inferences (aka draw conclusions) through critical reading and thinking using more above grade level text and supporting their inference with information from the text.
5) Demonstrates an understanding of different genres.	With help, the student can perform Score 2.0 and 3.0 expectations	Demonstrates a beginning proficiency with an understanding of fiction and non-fiction. Can differentiate between fiction and non-fiction only and can explain why a text is either fiction or non-fiction.	Demonstrates an understanding of different genres and often accurately identifies fiction and non-fiction and also can identify at least 2 of the other genres such as biography, fable, realistic fiction, historical fiction, fantasy. Gives examples of why the text is fiction or non-fiction.	Demonstrates an understanding of multiple genres by explaining with examples from the text the text features that make it the specified genre.
Writing 5 Standards	1.0 (Needs additional support)	2.0 (has foundational knowledge)	3.0 (meets learning goal or expectation)	4.0 (goes above and beyond what was taught)
1) Writes opinion pieces on topics or texts supporting a point of view with reasons and information.	With help, the student can perform Score 2.0 and 3.0 expectations	Writes opinion pieces that have either limited details, missing topic, missing conclusion, basic sentence structure.	States an opinion on the topic they are writing about. Provides reasons that support the opinion. Uses linking words or phrases to connect opinion. Provides a concluding statement.	All of score 3 and a varied sentence structure, word referents, and elaborates their reasons or information.
2) Writes informative and expository texts to examine a topic and convey ideas and information clearly.	With help, the student can perform Score 2.0 and 3.0 expectations	Writes informative pieces that have either limited details, missing topic, missing conclusion, basic sentence structure.	Has a topic sentence with relevant details. Uses linking words. Has a conclusion.	All of score 3 and a varied sentence structure, word referents, and elaborates details.

3) Writes narratives to develop real or imagined experiences or events using effective techniques, details, and clear event sequence.	With help, the student can perform Score 2.0 and 3.0 expectations	Writes narrative pieces that have either limited details, missing introduction, missing conclusion, basic sentence structure, repetitive words or phrases.	Introduction-establishes a situation and introduces a narrator and or characters. Descriptive/Elaborative detail; Organizes event sequence; Uses words to signify event order; Conclusion.	All of score 3 and a varied sentence structure, word referents.
4) Plans, drafts, revises, and edits to produce clear and coherent writing.	With help, the student can perform Score 2.0 and 3.0 expectations	Develops and strengthens writing adding in adjectives, details, changing sentence structure with adult and peer guidance throughout the writing process.	Develops and strengthens writing adding in adjectives, details, changing sentence structure with guidance and support.	Develops and strengthens writing adding adjectives, details, changing sentence structure with limited adult guidance from adults and peers. Students can generate topics independently.
5) Plans for research by identifying topics and or generating focus questions.	With help, the student can perform Score 2.0 and 3.0 expectations	The student is beginning to demonstrate proficiency in acquiring and using academic and content specific vocabulary.	The student acquires and uses academic and content specific vocabulary.	The student independently and consistently acquires and uses academic and content specific vocabulary.
<i>Listening and Speaking</i> <i>4 Standards</i>	1.0 (Needs additional support)	2.0 (has foundational knowledge)	3.0 (meets learning goal or expectation)	4.0 (goes above and beyond what was taught)
1) Engages effectively in a range of discussions.	With help, the student can perform Score 2.0 and 3.0 expectations	The student is beginning to demonstrate proficiency in discussion skills . Skills are applied with varied consistency and quality.	The student engages effectively in a range of discussions. This includes whole class, small group, with partners, and with adults. Discussions are related to grade three topics and texts.	The student independently and consistently applies discussion skills in all ranges of discussions.

<p>2) Expresses ideas or recounts an experience in an organized manner with facts and descriptive details.</p>	<p>With help, the student can perform Score 2.0 and 3.0 expectations</p>	<p>The student is beginning to demonstrate proficiency in expression of ideas or experiences. Skills are applied with varied consistency and quality.</p>	<p>The student expresses ideas or recounts a relevant experience in an organized manner with appropriate facts and descriptive details.</p>	<p>The student independently and consistently expresses ideas or recounts a relevant experience in an organized manner with appropriate facts and descriptive details. The student can speak clearly in multiple settings and with a varied audience.</p>
<p>3) Speaks effectively, adapting speech to a variety of contexts and tasks.</p>	<p>With help, the student can perform Score 2.0 and 3.0 expectations</p>	<p>The student is beginning to demonstrate proficiency in public speaking. Skills are applied with varied consistency and quality.</p>	<p>The student speaks effectively, adapting speech to a variety of contexts and tasks in complete sentences when appropriate to task and situations in order to provide requested detail or clarification.</p>	<p>The student independently and consistently speaks effectively, adapting speech to a variety of contexts and tasks. The student speaks clearly in multiple settings and with a varied audience.</p>
<p>4) Asks and answers questions about information provided by a speaker.</p>	<p>With help, the student can perform Score 2.0 and 3.0 expectations</p>	<p>The student is beginning to demonstrate proficiency in asking and answering questions. Skills are applied with varied consistency and quality- questions are off topic, or in a story form.</p>	<p>The student asks and answers questions about information provided by a speaker. Questions and comments are related to information provided the speaker.</p>	<p>The student independently and consistently asks and answers questions about information provided by a speaker. Questions and comments are related to information provided the speaker. Student also links comments to the remarks of others. Student initiates conversations about a topic.</p>

Language 5 Standards	1.0 (Needs additional support)	2.0 (has foundational knowledge)	3.0 (meets learning goal or expectation)	4.0 (goes above and beyond what was taught)
1) Uses knowledge of English and it's conventions when writing, speaking, and reading.	With help, the student can perform Score 2.0 and 3.0 expectations	Demonstrates beginning proficiency in using knowledge of English and its conventions when writing, speaking, and reading. Skills are applied with varied consistency and quality.	Performs independently and consistently in all of the following areas: uses knowledge of English and its conventions when writing, speaking, and reading.	The student independently and consistently uses more complex sentences and texts in all of the following areas: uses knowledge of English and its conventions when writing, speaking, and reading.
2) Determines or clarifies the meaning of unknown words and phrases.	With help, the student can perform Score 2.0 and 3.0 expectations	Demonstrates beginning proficiency in determining or clarifying the meaning of unknown words and phrases.	Determines or clarifies the meaning of unknown words and phrases.	Determines or clarifies the meaning of unknown words and phrases independently and consistently.
3) Spells high-frequency and studied words correctly.	With help, the student can perform Score 2.0 and 3.0 expectations	Demonstrates beginning proficiency in spelling high-frequency and studied words correctly.	Spells high-frequency and studied words correctly. Phonics skills are units 1-4 in Reading Street	Spells high-frequency and studied words correctly, independently and consistently. Consistently spells the challenge words on each week's R.S. lesson test from units 1-4.
4) Uses learned spelling patterns when writing words.	With help, the student can perform Score 2.0 and 3.0 expectations	Student knows and applies skills in isolation but lacks carry-over. Weekly spelling tests include: Reduced spelling list; Reduced skill list.	Uses learned spelling patterns when writing words.	Uses learned spelling patterns when writing words independently and consistently.
5) Acquires and uses academic and content specific vocabulary.	With help, the student can perform Score 2.0 and 3.0 expectations	Inconsistently uses academic vocabulary.	Uses academic and content specific vocabulary.	Independently acquires and uses content specific vocabulary.