Learning Progressions

FOR THE NC STANDARD COURSE OF STUDY IN ENGLISH LANGUAGE ARTS

STATE BOARD OF EDUCATION

NC DEPARTMENT OF PUBLIC INSTRUCTION
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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**
❏ Demonstrate understanding of key details	❏ Answer questions to demonstrate understanding of a text ❏ Ask questions to demonstrate understanding of a text	❏ Refer explicitly to the text as the basis for the answers, when answering questions ❏ Refer explicitly to the text as the basis for the answers, when asking questions ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task ❏ Refer to details and examples in a text when explaining what the text says explicitly ❏ 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
❏ Recount stories from diverse cultures ❏ Recount fables from diverse cultures ❏ Recount folktales from diverse cultures	❏ Recount myths from diverse cultures ❏ Determine the central message, lesson, or moral	❏ Explain how the central message, lesson, or moral is conveyed through key details ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task ❏ Determine a theme of a story, drama, or poem from details in the text ❏ 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**
❏ Describe characters in a story	❏ Describe characters' actions in a story ❏ Describe sequence of events ❏ Identify when the characters' actions contribute to the sequence of events	❏ Explain how the characters' actions contribute to the sequence of events ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task ❏ Draw on specific details in the text, when describing a character in depth ❏ Draw on specific details in the text, when describing the setting in depth ❏ 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**
❏ Identify words that impact the meaning in a text	❏ Determine the meaning of words as they are used in a text	❏ Determine the meaning of phrases as they are used in a text ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task ❏ Determine the meaning of words as they are used in a text ❏ Determine the meaning of phrases as they are used in a text ❏ Determine how the intended meaning of words affect meaning ❏ 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**
❏ Refer to parts of stories, dramas, and poems when writing or speaking about a text	❏ Use the term "chapter," when referring to parts of stories through writing or speaking ❏ Use the term "scene," when referring to parts of dramas through writing or speaking ❏ Use the term "stanza," when referring to parts of poems through writing or speaking ❏ Identify how each successive part builds on earlier sections	❏ Describes how each successive part builds on earlier sections ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task ❏ Explain major differences between poems, drama, and prose ❏ 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
❏ Identify their own point of view	❏ Identify the narrator's or characters' point of views	❏ Distinguish their own point of view from that of the narrator or those of the characters ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task ❏ Compare the point of view from which different stories are narrated ❏ Contrast the point of view from which different stories are narrated ❏ 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**
❏ Determine what is conveyed by words in a story	❏ Identify the specific aspects of a text's illustrations that contribute to what is conveyed by the words in a story	❏ Explain how the specific aspects of a text's illustrations contribute to what is conveyed by the words in a story ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task ❏ Make connections between the text of a story or drama and a visual or oral presentation of the text ❏ Identify where each version reflects specific descriptions in the text ❏ 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

❏ Identify the themes of stories written by the same author about the same or similar characters
 	
❏ Identify the settings of stories written by the same author about the same or similar characters
 	
❏ Identify the plots of stories written by the same author about the same or similar characters
	❏ Compares the themes of stories written by the same author about the same or similar characters
	
	❏ Compares the settings of stories written by the same author about the same or similar characters
	
	❏ Compares the plots of stories written by the same author about the same or similar characters
		❏ Contrasts the themes of stories written by the same author about the same or similar characters
		
		❏ Contrasts the settings of stories written by the same author about the same or similar characters
		
		❏ Contrasts the plots of stories written by the same author about the same or similar characters
		
		❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task
			❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task
			
			❏ In stories from different cultures, compare the use of similar
			  ❏ Themes
			  ❏ Topics
			  ❏ Patterns
			
			❏ In myths from different cultures, compare the use of similar
			  ❏ Themes
			  ❏ Topics
			  ❏ Patterns
			
			❏ In traditional literature from different cultures, compare the use of similar
			  ❏ Themes
			  ❏ Topics
			  ❏ Patterns
			
			❏ In stories from different cultures, contrast the use of similar
			  ❏ Themes
			  ❏ Topics
			  ❏ Patterns

			❏ In myths from different cultures, contrast the use of similar 　❏ Themes 　❏ Topics 　❏ Patterns ❏ In traditional literature from different cultures, contrast the use of similar 　❏ Themes 　❏ Topics 　❏ 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
❏ Read and understand literature at the high end of the 2-3 text complexity band proficiently and independently	❏ 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 to literature ❏ Connect experiences to literature ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Read and understand literature within the 4-5 text complexity band proficiently and independently ❏ Read and understand literature within the 4-5 complexity band proficiently and independently for sustained periods of time ❏ Connect prior knowledge to literature ❏ 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**
❏ Demonstrate understanding of key details in a text	❏ Ask questions to demonstrate understanding of a text ❏ Answer questions to demonstrate understanding of a text	❏ Refer explicitly to the text as the basis for the answers, when answering questions ❏ Refer explicitly to the text as the basis for the answers, when asking questions ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task ❏ Refer to details and examples in a text when explaining what the text says explicitly ❏ 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**
❏ Determine the main idea of a text	❏ Recount the key details of text	❏ Explain how the key details of a text support the main idea ❏ Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task	❏ Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task ❏ Explain how the main idea of a text is supported by key details ❏ 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

❏ Describe a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text	❏ Describe **the relationship** between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text	❏ 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:
		  ❏ Time
		  ❏ Sequence
		  ❏ Cause/effect
		
		❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task
			❏ Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task
			
			❏ Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text
			
			❏ When explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, include what happened based on specific information in the text
			
			❏ 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

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**
❏ Identify general academic words in a text relevant to a grade 3 topic or subject area ❏ Identify domain-specific academic words in a text relevant to a grade 3 topic or subject area	❏ Determine the meaning of general academic words in a text ❏ Determine the meaning of domain-specific words in a text ❏ Identify general academic phrases in a text relevant to a grade 3 topic or subject area ❏ Identify domain-specific academic phrases in a text relevant to a grade 3 topic or subject area	❏ Determine the meaning of general academic phrases in a text relevant to a grade 3 topic or subject area ❏ Determine the meaning of domain-specific phrases in a text relevant to a grade 3 topic or subject area ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task ❏ Determine the meaning of general academic words or phrases in a text relevant to a grade 4 topic or subject area ❏ 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**
❏ Use text features ❏ Use search tools	❏ Use text features to locate relevant information to a given topic ❏ Use search tools to locate relevant information to a given topic	❏ Efficiently use text features to locate information relevant to a given topic ❏ Efficiently use search tools to locate information relevant to a given topic ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task ❏ 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**
❏ Identify their own point of view of a text	❏ Identify the author's point of view of a text	❏ Distinguish their own point of view from that of the author of a text ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task ❏ Compare a firsthand and secondhand account of the same event or topic ❏ Contrast a firsthand and secondhand account of the same event or topic ❏ 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**
❑ Identify information gained from illustrations in a text ❑ Identify information gained from the words in a text	❑ Use information gained from illustrations in a text to demonstrate understanding of the text	❑ Use information gained from the words in a text to demonstrate understanding of the text ❑ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❑ Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task ❑ Interpret information presented visually, orally, or quantitatively ❑ 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**
❑ Identify how the author connects ideas between sentences and paragraphs	❑ Describe how the author connects ideas between sentences and paragraphs	❑ Describe how the author connects ideas between sentences and paragraphs to support specific points in a text ❑ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❑ Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task ❑ Explain how an author uses reasons to support particular points in a text ❑ 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**
❏ Demonstrate understanding of the common topic between texts	❏ Compare the most important points presented by two texts on the same topic ❏ Contrast the most important points presented by two texts on the same topic ❏ Identify the key details presented in two texts on the same topic	❏ Compare the key details presented by two texts on the same topic ❏ Contrast the key details presented by two texts on the same topic ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task ❏ 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**
❏ Independently read and understand informational text at the high end of the 2-3 text complexity band ❏ Proficiently read and understand informational text at the high end of the 2-3 text complexity band	❏ Independently read and understand informational texts at the high end of the 2-3 text complexity band for sustained periods of time ❏ Proficiently read and understand informational texts at the high end of the 2-3 text complexity band for sustained periods of time	❏ Connect prior knowledge to informational text ❏ Connect experiences to informational text ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task ❏ Independently read informational texts within the 4-5 text complexity band ❏ Proficiently read informational texts within the 4-5 text complexity band ❏ Independently read and understand informational texts within the 4-5 complexity band for sustained periods of time ❏ Proficiently read and understand informational texts within the 4-5 complexity band for sustained periods of time ❏ Connect prior knowledge to informational text ❏ 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 ❏ Consistently demonstrates grade-level proficiency	❏ Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task ❏ 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 ❏ Select ideas related to the topic	❏ Organize information and ideas around a topic to plan and prepare to write ❏ Consistently demonstrates grade-level proficiency	❏ Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

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 ❏ Identify linking phrases to connect opinion and reasons	❏ Use linking words 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			

❏ Examine the topic	❏ Select ideas
	
	 ❏ Select information
	
	 ❏ Organize ideas and information
		❏ Write informative/ explanatory texts to:
		   ❏ Examine a topic
		   ❏ Clearly convey ideas and information
		
		 ❏ Consistently demonstrates grade-level proficiency
			❏ Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

W.3.2a			
❏ Gather information and ideas	❏ Select information related to the topic ❏ Select ideas related to the topic	❏ Organize information and ideas around a topic to plan and prepare to write ❏ Consistently demonstrates grade-level proficiency	❏ Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

W.3.2b			

❏ Introduce a topic	❏ Determine how information is related
	
	❏ Determine if illustrations may be useful in aiding comprehension
		❏ Group related information together
		
		❏ Include illustrations when useful to aiding comprehension
		
		❏ Consistently demonstrates grade-level proficiency
			❏ Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task
			
			❏ Clearly introduce a topic
			
			❏ Group related information in paragraphs and sections
			
			❏ When useful to aiding comprehension, include:
			  ❏ Formatting
			  ❏ Illustrations
			  ❏ Multimedia

W.3.2c			

❏ Select facts related to the topic
 	
❏ Select definitions related to the topic
 	
❏ Select details related to the topic
	❏ Determine the appropriate facts for developing the topic
	
	❏ Determine the appropriate definitions for developing the topic
	
	❏ Determine the appropriate details for developing the topic
		❏ Develop the topic with:
		  ❏ Facts
		  ❏ Definitions
		  ❏ Details
		
		❏ Consistently demonstrates grade-level proficiency
			❏ Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task
			
			❏ Develop the topic with concrete details, quotations, or other information and examples related to the topic

W.3.2d			
❏ Identify how the ideas within categories of information connect	❏ Identify linking words to connect ideas within categories of information ❏ Identify linking phrases to connect ideas within categories of information	❏ Use linking words to connect ideas within categories of information ❏ Use linking phrases to connect ideas within categories of information ❏ Consistently demonstrates grade-level proficiency	❏ Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task ❏ Link ideas within categories of information using words ❏ Link ideas within categories of information using phrases

W.3.2e			
❑ 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 ❑ Provide a concluding statement or section related to the information or explanation presented

W.3.2f			
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.3.3 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			

❏ Choose real or imagined experiences or events to write about	❏ Organize event sequences clearly
	
	❏ Select details needed to describe the real or imagined experiences or events
		❏ Write narratives to develop real or imagined experiences or events using:
		  ❏ Effective technique
		  ❏ Descriptive details
		  ❏ Clear event sequences
		
		❏ Consistently demonstrates grade-level proficiency
			❏ Demonstrates grade-level proficiency with an increasingly complex topic, and/or task

W.3.3a			
❏ Gather information and ideas	❏ Select information related to the topic ❏ Select ideas related to the topic	❏ Organize information and ideas around a topic to plan and prepare to write ❏ Consistently demonstrates grade-level proficiency	❏ 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			
❏ Determine when some sense of closure is needed	❏ Determine how to provide a sense of closure	❏ Provide a sense of closure ❏ Consistently demonstrates grade-level proficiency	❏ Demonstrates grade-level proficiency with an increasingly complex topic, and/or task ❏ Provide a conclusion that follows from the narrated experiences or events
W.3.3f			
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 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.3.4 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**
With guidance and support from adults, ❏ Use digital tools and resources to produce writing ❏ Use digital tools and resources to publish writing	**With guidance and support from adults,** ❏ Use word processing skills	**With guidance and support from adults,** ❏ Use digital tools and resources to interact with others ❏ Use digital tools and resources to collaborate with others ❏ Consistently demonstrates grade-level proficiency	❏ Demonstrates grade-level proficiency with an increasingly complex topic, and/or task **With some guidance and support from adults,** ❏ Use digital tools and resources to produce writing ❏ Use digital tools and resources to publish writing ❏ Use digital tools and resources to interact with others ❏ Use digital tools and resources to collaborate with others ❏ 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**
❏ Participate in research projects	❏ Conduct short research projects	❏ Build knowledge about a topic, when conducting short research projects ❏ Consistently demonstrates grade-level proficiency	❏ Demonstrates grade-level proficiency with an increasingly complex text, topic, and/or task ❏ 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**
❏ Recall information from experiences ❏ Gather information from print and digital sources	❏ Take brief notes on sources	❏ Sort evidence into provided categories ❏ Consistently demonstrates grade-level proficiency	❏ Demonstrates grade-level proficiency with an increasingly complex source, topic, and/or task ❏ Recall relevant information from experiences ❏ Gather relevant information from print and digital sources ❏ 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			

❏ Engage in collaborative discussions with diverse partners on grade 3 topics and texts
 	
❏ Build on others' ideas in collaborative discussions with diverse partners on grade 3 topics and texts
	❏ Effectively engage in collaborative discussions with diverse partners on grade 3 topics and texts
	
	❏ Clearly express their own ideas when effectively engaging in a range of collaborative discussions with diverse partners on grade 3 topics and texts
		❏ Effectively engage in a range of collaborative discussions with diverse partners on grade 3 topics and texts:
		  ❏ One-on-one
		  ❏ In groups
		  ❏ Teacher-led
			❏ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks

SL.3.1a			
❏ Come to discussions prepared, having read and studied required material	❏ Explicitly draw on preparation and other information known about the topic when engaging in collaborative discussions	❏ Explore the ideas under discussion, by explicitly drawing on preparation and other information known about the topic ❏ Consistently demonstrates grade-level proficiency	❏ 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

❏ Determine the main ideas of a text read aloud
 	
❏ Determine the main ideas of information presented in diverse media and formats:
  ❏ Visually
  ❏ Quantitatively
  ❏ Orally
	❏ Evaluate the details for their relevance to the main ideas	❏ Determine the supporting details
		
		❏ Consistently demonstrates grade-level proficiency
			❏ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks
			
			❏ Determine the words and phrases needed to express understanding of the main ideas and supporting details
			
			❏ Determine the words and phrases needed to clarify the main ideas and supporting details
			
			❏ Paraphrase portions of a text read aloud or information presented in diverse media and formats:
			  ❏ Visually
			  ❏ Quantitatively
			  ❏ Orally

STANDARD			
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Monitor comprehension of information from a speaker	❏ Ask questions about information from a speaker ❏ Answer questions about information from a speaker	❏ Offer appropriate elaboration and detail ❏ Consistently demonstrates grade-level proficiency	❏ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks ❏ Identify the points made by the speaker ❏ Identify the reasons a speaker provides to support particular points ❏ 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**

❑ Speak in complete sentences
 	
❑ Tell a story or recount an experience with:
  ❑ Appropriate facts
  ❑ Relevant details
  ❑ Descriptive details
	❑ Speak clearly in complete sentences
	
	❑ Identify a topic or text on which to report
		❑ Report on a topic or text
		
		❑ Speak at an understandable pace
		
		❑ Consistently demonstrates grade-level proficiency
			❑ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks
			
			❑ Identify the main ideas or themes of the topic or text, story, or experience
			
			❑ Identify the appropriate facts to support the main ideas or themes
			
			❑ Identify relevant details to support the main ideas or themes
			
			❑ Identify descriptive details to support the main ideas or themes
			
			❑ Support main ideas or themes, when reporting on a topic or text, telling a story, or recounting an experience
			
			❑ Report on a topic or text, tell a story, or recount an experience in an organized manner
			
			❑ Adjust speech as appropriate to formal discourse
			
			❑ 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**
❑ Create audio recordings of stories or poems	❑ Create engaging audio recordings of stories or poems ❑ Demonstrate fluid reading at an understandable pace ❑ Determine the facts or details that need emphasis or enhancement	❑ Add visual displays when appropriate to emphasize or enhance certain facts or details ❑ Consistently demonstrates grade-level proficiency	❑ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks ❑ Add audio recordings to presentations ❑ Add visual displays to presentations ❑ Add audio recordings related to the main ideas or themes ❑ Add visual displays related to the main ideas or themes ❑ Add audio recordings to presentations when appropriate to enhance the development of main ideas or themes ❑ Add visual displays to presentations when appropriate to enhance the development of main ideas or themes ❑ 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
❑ Consistently demonstrate strong command of conventions within the K-1 Continua ❑ Demonstrate the function of nouns ❑ Demonstrate understanding of collective nouns (such as *group*) ❑ Demonstrate understanding of the function of verbs ❑ Demonstrate understanding of shifts in verb tense ❑ Demonstrate understanding of the function of adjectives ❑ Demonstrate understanding of when to use adjectives or adverbs ❑ Demonstrate understanding of the function of conjunctions ❑ Demonstrate understanding of the function of adverbs ❑ Demonstrate understanding of the function of prepositions	❑ Ensure subject/verb agreement ❑ Explain the function of nouns ❑ Use collective nouns (such as *group*) ❑ Use frequently occurring irregular plural nouns ❑ Explain the function of verbs ❑ Use past tense of frequently occurring irregular verbs ❑ Use regular and irregular verbs ❑ Use simple verb tenses ❑ Use the perfect verb tenses ❑ Use verbs to convey sense of various times, sequences ❑ Recognize inappropriate shifts in verb tense ❑ Explain the function of adjectives	❑ Consistently demonstrate a strong command of conventions within the K-3 Continua	❑ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks ❑ Use abstract nouns (such as *courage*) ❑ Form and use progressive verb tenses ❑ Use modal auxiliaries (such as *may* or *must*) ❑ Convey sense of various states, and conditions ❑ Correct inappropriate shifts in verb tense ❑ Form and use comparative and superlative adjectives ❑ Order adjectives within sentences according to conventional patterns ❑ Use correlative conjunctions (such as *either/or*)

❏ Demonstrate understanding of the function of pronouns, including reflexive pronouns ❏ Demonstrate understanding of homophones ❏ Demonstrate understanding of interjections	❏ Accurately choose which to use – adjective or adverb ❏ Explain the function of conjunctions ❏ Use coordinating and subordinating conjunctions ❏ Explain the function of adverbs ❏ Form and use comparative adverbs ❏ Produce, expand, and rearrange simple and compound sentences ❏ Explain the function of prepositions ❏ Explain the function of pronouns ❏ Use reflexive pronouns ❏ Correctly use *a*, *an*, and *the* ❏ Correctly use common homophones ❏ Explain the function of and use interjections		❏ Form and use superlative adverbs ❏ Use relative adverbs ❏ Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences ❏ Produce, expand, and rearrange simple, compound, and complex sentences ❏ Form and use prepositional phrases ❏ Ensure pronoun-antecedent agreement ❏ Use relative pronouns ❏ Correctly use frequently confused words (such as *to*, *two*, *too*) ❏ Explain the function of phrases and clauses ❏ 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**
❑ Consistently demonstrate strong command of conventions within the K-1 Continua ❑ Demonstrate understanding of capitalization of holidays ❑ Demonstrate understanding of capitalization of product names ❑ Demonstrate understanding of capitalization of geographic names ❑ Demonstrate understanding of capitalization of words in titles ❑ Demonstrate understanding of correct capitalization ❑ Demonstrate understanding of commas to separate single words in a series ❑ Demonstrate understanding of commas in greetings and closings of letters ❑ Demonstrate understanding of apostrophes to form contractions	❑ Capitalize holidays ❑ Capitalize product names ❑ Capitalize geographic names ❑ Capitalize appropriate words in titles ❑ Use correct capitalization ❑ Use commas to separate single words in a series ❑ Use commas in greetings and closings of letters ❑ Use an apostrophe to form contractions ❑ Use an apostrophe to form frequently occurring possessives ❑ Use commas in addresses ❑ Use commas in dialogue ❑ Form and use possessives ❑ Use quotation marks in dialogue	❑ Consistently demonstrate strong command of conventions within the K-3 Continua	❑ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks ❑ Use punctuation to separate items in a series ❑ Use a comma to set off the words *yes* and *no* ❑ Use a comma to set off a tag question from the rest of the sentence ❑ Use a comma to indicate a direct address ❑ Use underlining, quotation marks, or italics to indicate titles of works ❑ Spell grade-appropriate words correctly

❏ Demonstrate understanding of apostrophes to form possessives ❏ Demonstrate understanding of commas in addresses ❏ Demonstrate understanding of commas in dialogue ❏ Demonstrate understanding of possessives ❏ Demonstrate understanding of quotation marks in dialogue ❏ Demonstrate understanding of conventional spelling ❏ Demonstrate understanding of spelling patterns and generalizations ❏ Demonstrate understanding of reference materials	❏ Use conventional spelling for high frequency and other studied words and for adding suffixes to base words ❏ Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words ❏ 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

❏ Use knowledge of language	❏ Use language conventions when:
	   ❏ Writing
	   ❏ Speaking
	   ❏ Reading
	   ❏ Listening
		❏ Choose words for effect
		
		 ❏ Choose phrases for effect
		
		 ❏ Recognize differences between the conventions of spoken and written standard English
		
		 ❏ Observe differences between the conventions of spoken and written standard English
		
		 ❏ Consistently demonstrates grade-level proficiency
			❏ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks
			
			 ❏ Choose words to convey ideas precisely
			
			 ❏ Choose phrases to convey ideas precisely
			
			 ❏ Choose punctuation for effect
			
			 ❏ 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**

❏ Determine the meaning of unknown words and phrases based on grade-level reading and content	❏ Clarify the meaning of multiple-meaning words and phrases based on grade-level reading and content	❏ Choose flexibly from a range of strategies to determine and/or clarify the meaning of words and phrases:
		  ❏ Context clues
		  ❏ Word parts
		  ❏ Word relationships
		  ❏ Reference materials
		
		❏ Consistently demonstrate proficiency of L.3.4 with grade-level texts
			❏ 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

❑ Distinguish the literal and nonliteral meanings of words in context
 	
❑ Distinguish the literal and nonliteral meanings of phrases in context
	❑ Distinguish shades of meaning among related words that describe states of mind or degrees of certainty	❑ Demonstrate understanding of nuances in word meanings
		
		❑ Consistently demonstrate proficiency of L.3.5 with grade-level texts
			❑ Demonstrates grade-level proficiency with increasingly complex texts
			
			❑ Demonstrate understanding of figurative language
			
			❑ Explain the meaning of simple similes in context
			
			❑ Explain the meaning of simple metaphors in context
			
			❑ Recognize the meaning of:
			  ❑ Common idioms
			  ❑ Common adages
			  ❑ Common proverbs
			
			❑ Explain the meaning of:
			  ❑ Common idioms
			  ❑ Common adages
			  ❑ 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**

❏ Understand grade-appropriate words and phrases:
   ❏ Conversational
   ❏ General academic
   ❏ Domain-specific
	❏ Acquire grade-appropriate words and phrases:
	   ❏ Conversational
	   ❏ General academic
	   ❏ Domain-specific
	
	❏ Accurately use grade-appropriate words and phrases:
	   ❏ Conversational
	   ❏ General academic
	   ❏ Domain-specific
		❏ Acquire grade-appropriate conversational, general academic, and domain-specific words and phrases that signal spatial relationships
		
		❏ Acquire grade-appropriate conversational, general academic, and domain-specific words and phrases that signal temporal relationships
		
		❏ Use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases that signal spatial relationships
		
		❏ Use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases that signal temporal relationships
		
		❏ Consistently demonstrate proficiency of L.3.6 with grade-level texts
			❏ Demonstrates grade-level proficiency with increasingly complex texts and/or tasks
			
			❏ Acquire grade-appropriate general academic, and domain-specific words and phrases that signal precise actions, emotions, or states of being
			
			❏ Acquire grade-appropriate general academic, and domain-specific words and phrases that are basic to a particular topic
			
			❏ Use accurately grade-appropriate general academic, and domain-specific words and phrases that signal precise actions, emotions, or states of being
			
			❏ Use accurately grade-appropriate general academic, and domain-specific words and phrases that are basic to a particular topic