

Grade 3 Language Arts

1. Reads at grade level

Trimester	1	2	3	4
1 st	Independently reads at Level J or below.	Independently reads at Level L/K.	Independently reads at Level M/N.	Independently reads at Level O or above.
2 nd	Independently reads at Level K or below.	Independently reads at Level M/L.	Independently reads at Level N/O.	Independently reads at Level P or above.
3 rd	Independently reads at Level L or below.	Independently reads at Level M/N.	Independently reads at Level O/P.	Independently reads at Level Q or above.

Aligned to F & P Benchmarks

2. Reads smoothly, quickly and self corrects mistakes

Trimester	1	2	3	4
1 st	In grade-level texts: Students read 70 or fewer words correct per minute with 95% accuracy.	In grade-level texts: Students read 71- 96words correct per minute with 96% accuracy.	In grade-level texts: Students read 97 words correct per minute with 99% accuracy.	In grade-level texts: Students read 98 or more words correct per minute with 99% accuracy.
2 nd	In grade-level texts: Students read 96 or fewer words correct per minute with 97% accuracy.	In grade-level texts: Students read 97-114 words correct per minute with 97% -98% accuracy.	In grade-level texts: Students read 115 words correct per minute with 98% - 99% accuracy	In grade-level texts: Students read 116 or more words correct per minute with 99% accuracy.
3 rd	In grade-level texts: Students read 102 or fewer words correct per minute with 97% - 98% accuracy.	In grade-level texts: Students read 103-121 words correct per minute with 98% - 99% accuracy Expression is matched to text.	In grade-level texts: Students read 122 words correct per minute with 99% accuracy.	In grade-level texts: Students read 123 or more words correct per minute with 99% accuracy.

DIBELS Progress monitoring/benchmark scores for each quarter, running records, & classroom observations

3. Reads with comprehension in fiction/narrative texts

Trimester	1	2	3	4
1 st	Unable to read and comprehend literature texts within the grades 2-3 text complexity band	Requires teacher support and prompting to read and comprehend literature texts within the grades 2-3 text complexity band.	Independently able to read and comprehend literature texts within the beginning grade 3 text complexity band.	Independently able to read, comprehend, and evaluate literature within the grade 3 text complexity band.
2 nd	Unable to read and comprehend literature texts within the grades 2-3 text complexity band	Requires teacher support and prompting to read and comprehend literature texts within the grades 2-3 text complexity band.	Independently able to read and comprehend literature texts within the middle grade 3 text complexity band.	Independently able to read, comprehend, and evaluate literature texts within the grades 3-4 text complexity band.
3 rd	Unable to read and comprehend literature texts within the grade 3 text complexity band	Requires teacher support and prompting to read and comprehend literature texts within the grade 3 text complexity band.	Independently able to read and comprehend literature texts within the grade 3 text complexity band.	Independently able to read, comprehend, and evaluate literature texts within the grade 4 text complexity band.

4. Reads with comprehension in nonfiction texts.

Trimester	1	2	3	4
1 st	Unable to read and comprehend informational texts within the grades 2-3 text complexity band	Requires teacher support and prompting to read and comprehend informational texts within the grades 2-3 text complexity band.	Independently able to read and comprehend informational texts within the beginning grade 3 text complexity band.	Independently able to read, comprehend, and evaluate informational texts within the grade 3 text complexity band.
2 nd	Unable to read and comprehend informational texts within the grades 2-3 text complexity band	Requires teacher support and prompting to read and comprehend informational texts within the grades 2-3 text complexity band.	Independently able to read and comprehend informational texts within the middle grade 3 text complexity band. Retells important information from the text with support.	Independently able to read, comprehend, and evaluate informational texts within the grades 3-4 text complexity band.
3 rd	Unable to read and comprehend informational texts within the grade 3 text complexity band	Requires teacher support and prompting to read and comprehend informational	Independently able to read and comprehend informational texts within	Independently able to read, comprehend, and evaluate informational texts within

		texts within the grade 3 text complexity band.	the grade 3 text complexity band.	the grade 4 text complexity band.
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5. Writes their ideas in an organized way.

Trimester	1	2	3	4
1 st	Writing did not provide an introduction or opinion statement and did not provide closure.	Introduction statement attempted organization, but may have been too short or missing a clear opinion statement. An attempt to provide closure was made, but it was unclear or incomplete.	A clear introduction statement was written that stated the author's opinion and set up organization of the writing piece. A clear closing statement was provided.	A clear introduction statement was written that hooked the reader's attention. Introduction statement also clearly stated the author's opinion and set up organization of the writing piece. A clear closing statement was provided and made the writing more interesting.
2 nd	Writing is unclear and/or is missing either a beginning, middle, or end.	Writing attempts to recount events, but is unclear or incomplete. May only recall one event and/or events may be out of order.	Story is easy to understand and includes a narrator and/or characters. There is a clear and sequential beginning, middle, and end.	Story is easy to understand and includes a narrator and/or characters. There is a clear and sequential beginning, middle, and end. The writing is entertaining to the reader.
3 rd	No introduction provided, or introduction was attempted, but unclear or incomplete. 3 main idea statements were not given and no details and/or facts were provided. Closure was either not provided or it was incomplete and unclear.	Writing attempted to introduce the topic, but was unclear or incomplete. 3 main idea statements were given, but were not supported with facts and/or details. Closure was attempted, but was unclear or incomplete.	Introduction clearly states the topic. At least 3 main idea statements were provided; each supported with at least 3 facts or details. Closure was provided.	Introduction clearly states the topic. At least 3 main idea statements were provided; each supported with at least 3 facts or details. Closure was provided. Writing is entertaining and hooks the reader.

6. Writes using descriptive details or supporting statements.

Trimester	1	2	3	4
1 st	Writing did not provide reasons that support the opinion. Writer did not use linking words/transitional phrases.	Reasons were provided, but seemed unrelated or loosely related to the opinion. Reasons provided are brief and insufficient to support the opinion. Writer attempted to use linking words/transitional phrases.	Writer provided at least 3 clearly stated reasons to support their opinion. Writing often used linking words and transitional phrases to connect reasons and supporting evidence or explanations.	Writer provided at least 3 or more clearly stated reasons to support their opinion. Writing provides at least 2 supporting evidence or explanation statements for each reason. Transitional phrases/linking words are used to introduce each reason.
2 nd	Writing does not use details and dialogue. Writing does not include temporal words to sequence events.	Writing attempts to use details and dialogue, but may be unclear or incomplete. Attempts to use some temporal words, but may be out of order or unclear.	Writing includes details to describe thoughts, actions, and feelings. It also includes dialogue that develops the character(s). Uses temporal words to signal event order.	Writing includes advanced details to describe thoughts, actions, and feelings. It also includes dialogue and interesting language that develops the character(s). Uses temporal words to signal event order.
3 rd	Writing does not supply facts, definitions, and details about the topic to develop author's point. Writing does not use linking words to connect ideas.	Writing attempted to supply facts, definitions, and details about the topic to develop author's point, but may have been inaccurate, short, or unclear. Writing attempted to use linking words to connect ideas, but in an inaccurate way.	Writing attempted to supply facts, definitions, and details about the topic to develop author's point, but may have been inaccurate, short, or unclear. Writing attempted to use linking words to connect ideas, but in an inaccurate way.	Author supplies accurate facts, definitions, and details about the topic to develop their point. Writing uses linking words to connect ideas. Writing was entertaining for the reader.

7. Identifies and applies proper grammar usage.

Trimester	1	2	3	4
1 st	Students will: Identify sentences fragments and complete sentences,	Students will: Identify sentences fragments and complete sentences,	Students will: Identify and explain the function of fragments and	Students will: Identify sentences fragments and complete sentences,

	<p>subjects and predicates, the four types of sentences, simple and compound sentences.</p> <p>Explain the function of nouns, singular and plural nouns, conjunctions, possessive nouns.</p> <p>Not apply proper grammar usage when writing.</p>	<p>subjects and predicates, the four types of sentences, simple and compound sentences.</p> <p>Explain the function of nouns, singular and plural nouns, conjunctions, possessive nouns.</p> <p>Inconsistently apply proper grammar usage with support.</p>	<p>complete sentences, subjects and predicates, the four types of sentences, simple and compound sentences, nouns, singular and plural nouns, conjunctions, and possessive nouns.</p> <p>Apply proper grammar usage with support when writing.</p>	<p>subjects and predicates, the four types of sentences, simple and compound sentences.</p> <p>Explain the function of nouns, singular and plural nouns, conjunctions, possessive nouns and correctly apply these skills when writing.</p>
2 nd	<p>In addition to all trimester 1 expectations, students cannot:</p> <p>Identify and explain the function of helping, linking, and action verbs, verb tenses, subject/verb agreement, combining sentences, contractions (not), and complex sentences.</p> <p>Apply proper grammar usage with support when writing.</p>	<p>In addition to all trimester 1 expectations, with support students will:</p> <p>Identify and explain the function of helping, linking, and action verbs, verb tenses, subject/verb agreement, combining sentences, contractions (not), and complex sentences.</p> <p>Inconsistently apply proper grammar usage with support.</p>	<p>In addition to all trimester 1 expectations students will:</p> <p>Identify and explain the function of helping, linking, and action verbs, verb tenses, subject/verb agreement, combining sentences, contractions (not), and complex sentences.</p> <p>Apply proper grammar usage with support when writing.</p>	<p>In addition to all trimester 1 expectations students will:</p> <p>Identify and explain the function of helping, linking, and action verbs, verb tenses, subject/verb agreement, combining sentences, contractions (not), and complex sentences and apply these skills when writing.</p>
3 rd	<p>In addition to trimester 1 & 2 expectations, with support students cannot:</p> <p>Identify and explain the function of singular/plural pronouns, subject/object pronouns, pronoun/verb agreement, possessive pronouns, pronoun/verb contractions, adjectives, articles, comparative/superlative adjectives, adverbs that compare, and prepositions.</p>	<p>In addition to trimesters 1 & 2 expectations, with support students will:</p> <p>Identify and explain the function of singular/plural pronouns, subject/object pronouns, pronoun/verb agreement, possessive pronouns, pronoun/verb contractions, adjectives, articles, comparative/superlative adjectives, adverbs that compare, and prepositions.</p>	<p>In addition to trimester 1 & 2 expectations, students will:</p> <p>Identify and explain the function of singular/plural pronouns, subject/object pronouns, pronoun/verb agreement, possessive pronouns, pronoun/verb contractions, adjectives, articles, comparative/superlative adjectives, adverbs that compare, and prepositions.</p> <p>Apply proper grammar usage with support when writing.</p>	<p>Students will:</p> <p>Identify and explain the function of singular/plural pronouns, subject/object pronouns, pronoun/verb agreement, possessive pronouns, pronoun/verb contractions, adjectives, articles, comparative/superlative adjectives, adverbs that compare, and prepositions.</p> <p>Apply proper grammar usage when writing.</p>

	Apply proper grammar usage with support when writing.	Inconsistently apply proper grammar usage with support.		
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8. Uses correct capitalization, punctuation, and applies learned spelling patterns when writing.

Trimester	1	2	3	4
1 st	Students' average score is below 50 on the weekly spelling tests. Students spell with no accuracy when completing written tasks.	Students' average score is 50-74 on the weekly spelling tests. Students make many spelling errors when completing written tasks.	Students' average score is 75-100 on the weekly spelling tests. Students make few spelling errors when completing written tasks.	Students' average score is higher than 100 on the weekly spelling tests. Students make no spelling errors when completing written tasks.
2 nd	Students' average score is below 50 on the weekly spelling tests. Students spell with no accuracy when completing written tasks.	Students' average score is 50-74 on the weekly spelling tests. Students make many spelling errors when completing written tasks.	Students' average score is 75-100 on the weekly spelling tests. Students make few spelling errors when completing written tasks.	Students' average score is higher than 100 on the weekly spelling tests. Students make no spelling errors when completing written tasks.
3 rd	Students' average score is below 50 on the weekly spelling tests. Students spell with no accuracy when completing written tasks.	Students' average score is 50-74 on the weekly spelling tests. Students make many spelling errors when completing written tasks.	Students' average score is 75-100 on the weekly spelling tests. Students make few spelling errors when completing written tasks.	Students' average score is higher than 100 on the weekly spelling tests. Students make no spelling errors when completing written tasks.

9. Engages in collaborative discussions on grade 3 topics and texts that build on others' ideas and express their own clearly.

Trimester	1	2	3	4
1 st	Student does not build on one another's idea or express their own clearly.	With a teacher facilitator, student attempts to engage in a range of collaborative discussions with diverse	With a teacher facilitator, student engages in a range of collaborative discussions with diverse partners on grade 3	Independently engages in a range of collaborative discussions with diverse partners on grade 3 topics

		partners on grade 3 topics and texts, but may not build on one another's ideas or express their own clearly.	topics and texts, building on one another's ideas and expressing their own clearly.	and texts, building on one another's ideas and expressing their own clearly.
2 nd	Student does not build on one another's idea or express their own clearly.	With a teacher facilitator, student engages in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on one another's ideas and expressing their own clearly.	Independently engages in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on one another's ideas and expressing their own clearly.	Student facilitates a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on one another's ideas and expressing their own clearly.
3 rd	Student does not build on one another's idea or express their own clearly.	With a teacher facilitator, student engages in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on one another's ideas and expressing their own clearly.	Independently engages in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on one another's ideas and expressing their own clearly.	Student facilitates a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on one another's ideas and expressing their own clearly.