

## RSU 22 Reading Standards Grade 3 I Can Statements

Our scoring rubric

4

**Highly Proficient** – The work demonstrates excellent understanding of concepts and content. The work demonstrates in-depth inferences, analysis, or synthesis. The student knows this concept of skill well enough to be able to teach it to someone else.

3

**Proficient** – The work shows understanding of the process or content, as well as application in various settings. Some errors or mechanical mistakes may exist but do not impede demonstration of understanding.

2

**Developing Proficiency** – The work demonstrates some evidence of understanding the process or content, but misconstructions impede understanding. The groundwork for comprehension is evident, but misconceptions prevent the student from understanding the essential question or big idea.

1

**Beginning Proficiency** - The work indicates a distinct beginning understanding of the knowledge. With help the student demonstrates partial understanding of some of the Knowledge.

**\*In some instances, students would only be expected to meet a 2, the foundational proficiency level. Keep in mind that some students may be working at lower levels or higher levels.**

**General Skills that students will be taught (will not be a 4 point scale):**

### ***Reading: Foundations Word Recognition #1***

I can read and spell common 3rd grade sight words.

**Standard Skills that students will be taught (scored using the 4-point scale):**

### ***Reading Foundations Skills: Phonics and Word Recognition***

RF.3.3 I can use grade-level phonics and word skills to decode new words.

RF.3.3.A I can identify and know meanings of common prefixes and suffixes.

RF.3.3.C I can decode multi-syllable words.

### ***Reading Literature: Key Ideas and Details***

RL.3.1 I can ask and answer questions, using the text for support, to show my understanding.

RL.3.2 I can retell a story finding the main theme and tell how the message is put into words.

RL.3.3 I can describe the characters in a story and explain how their actions add to the story's events.

***Reading Literature: Craft and Structure***

RL.3.5 I can describe parts of a text and refer to them when discussing a text or story.

***Reading Literature: Integration of Knowledge and Ideas***

RL.3.9 I can compare and contrast themes, characters, and plots of two stories by the same author.

***Reading Informational Text: Key Ideas and Details***

RI.3.2 I can explain how the supporting details relate to the main idea.

***Reading: Informational Text: Craft and Structure***

RI.3.5 I can use various text features to locate information.

RI.3.6 I can tell the difference between my point of view and the author's point of view.

***Language: Conventions of Standard English***

L.3.1.E I can use simple verb tenses.