

GRADE 3

QUARTER 1 PROGRESS REPORT GUIDE

Standard	1	2	3	4
R.3.1 Ask and answer questions citing evidence from text.	<ul style="list-style-type: none"> The student can: Complete the task only with significant teacher assistance. The student’s predictions are not supported with a source of information or are illogical or are significantly supported by the teacher. 	<ul style="list-style-type: none"> The student can: Write one (literal and inferential) type of question. Identify some key details in answers. Complete task with some teacher help. The student can: Make logical predictions; relies on one source of information (e.g. only book parts.) 	<ul style="list-style-type: none"> Write 3-5 questions (literal and inferential) before and during reading. Answer the questions accurately using key details. Use knowledge of the author, content, genre, or book parts to make logical predictions. Answer 3 to 5 text dependent questions accurately. 	Independently infers and comes to original conclusions in texts at level Q and above.
R.3.2 Recount fiction and nonfiction text using key details.	<ul style="list-style-type: none"> List of story element is incomplete. (F) Significant support is provided to identify key details in both fiction and nonfiction texts. Interpretation is inaccurate; weak or no evidence for interpretation is provided. 	<ul style="list-style-type: none"> List story elements. (F) State the name(s) of character(s) and key details but needs support to put the information into written form. (F) Need support to identify the main idea and/or key details that support it. (NF) Interpretation is not precise; weak evidence for interpretation is provided. 	<ul style="list-style-type: none"> Write key details describing the <u>important</u> events using 2 to 3 sentences in sequence. (leave out unimportant details). (F) Write key details describing the <u>character(s)</u> using 2 to 3 sentences in sequence. (Details may relate to either physical characteristics or character traits). (F) Provide 2-3 details that support the main idea. (NF) Write 2-3 sentences about what a character learns by the end of a story. 	Independently uses key ideas to provide a summary of the text (Level Q and above). The summary is distinct from personal opinions or judgments.
R.3.5 Use text features, text structure, and search tools to locate information.	<ul style="list-style-type: none"> Name a text feature when given choices. Locate 1 detail from text features. Require teacher support to complete tasks. 	<ul style="list-style-type: none"> Use the academic language: chapter and stanza, realistic fiction only with teacher support. Discuss the organization of nonfiction texts. Example: “Big Cats, Little Cats compares lions and kittens.” Locates text features and/or key details only with teacher support. 	<ul style="list-style-type: none"> Use the word “chapter” to describe the location of key details for the B-M-E. Use the word “stanza” in description of imagery in poetry. Presented with a text, can identify if the book is realistic fiction and knows how the characteristics support comprehension. (Identifies genre) Locate and write 2-3 key details about a topic using <u>text features</u>. State the purpose of text features. 	Organize information from multiple texts on a given topic in a written summary that includes key details from the text sources. Texts are complex, written at levels Q and above.

GRADE 3

QUARTER 2 PROGRESS REPORT GUIDE

Standard	1	2	3	4
R.3.1 Ask and answer questions citing evidence from text.	<ul style="list-style-type: none"> • Student needs teacher prompting and support in order to: • Preview a text and write 3 questions that relate to the topic of text and are plausible given the text. • Answer each question with evidence from the text. • Make logical predictions about a new text. • Describe what the text was about based on the evidence collected while predicting. 	<ul style="list-style-type: none"> • Preview a text and write 3 questions that relate to the topic of text and are plausible given the text. Answer each question with evidence from the text. • Make predictions about a new text that are based on what they know about the author, genre, or content. • Describe what the text was about based on the evidence collected while predicting. 	<ul style="list-style-type: none"> • Identify the place in text where that confirms a prediction. • Write 2-3 sentences citing text evidence that supports a prediction. • Make a judgement about the solution based on what you know from reading the text. Example: “The character’s solution will work because__” • Preview the text using the table of contents, title, introduction heading/subheadings and illustrations. • Predict the major and subtopics in the text. 	<p>Independently infer and come to original conclusions in texts at level R and above.</p>
R.3.2 Recount fiction and nonfiction text using key details.	<ul style="list-style-type: none"> • With substantial teacher prompting, student can: • Write 2-3 sentences to summarize what a character learns by the end of a story. • Describe the action within a story sequentially. • Complete a story elements graphic organizer. • Provide some of the important details that support the main idea of a nonfiction text. 	<ul style="list-style-type: none"> • With some teacher prompting, student can: Write 2-3 sentences to summarize what a character learns by the end of a story. • Describe the action within a story sequentially at any given point, focusing on specific story elements and important details (character, setting, problem, events, solution). • Complete a story elements graphic organizer /idea web. • Provide important details that support the main idea of a nonfiction text. 	<ul style="list-style-type: none"> • Write complete summary after reading. The summary includes: 1) The author’s message/lesson; 2) Two to three key details to support inferences; and 3) The characters—their traits and wants. • State the main idea as more than a word and identify the most important 2-3 key details. • Describe how the key details relate to the main idea. 	<p>Independently uses key ideas to provide a summary of the text (Level R and above). Summarize the story concisely, including the theme or lesson of the story.</p>

GRADE 3

QUARTER 2 PROGRESS REPORT GUIDE

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RL.3.3 Describe characters and how their actions and motivations impact events.	<ul style="list-style-type: none"> • With substantial teacher prompting, student can: • Explain the relationship between a character’s goal or problem and their behavior. • Describe a character’s behavior using limited word choice (e.g. happy, sad, mad) and gives key details from the text. • Develop a theory about the character. May only be able to state how the character is feeling. Provides key details from the text as evidence. • Explain, verbally, at least one way a character changes from the beginning to the end of the text. 	<ul style="list-style-type: none"> • Explain the relationship between a character’s goal or problem and their behavior using examples from the text. • Describe a character’s behavior using limited word choice (e.g. happy, sad, mad) and gives key details from the text. • Develop a theory about the character. States only how the character is feeling. Provides key details from the text as evidence. • Explain, verbally, at least one way a character changes from the beginning to the end of the text. 	<ul style="list-style-type: none"> • Explain the relationship between a character’s goal or problem and their behavior using examples from the text. • Describe a character’s behavior using precise word choice and key details from the text (character actions, dialogue, thinking). • Develop theories about the character that go beyond how the character is feeling and provide key details from the text as evidence. • Explain in writing more than one way a character changes from the beginning to the end. 	Describe the main character(s) in level R text and above using multiple traits and explicit evidence from the text.
R.3.4 Determine meaning of non/literal words and phrases in text.	<ul style="list-style-type: none"> • Needs the teacher’s support to uses text clues to determine the meaning of words. 	<ul style="list-style-type: none"> • Inconsistently uses text clues to determine the meaning of words. 	<ul style="list-style-type: none"> • Identify which context clues within a sentence help determine or clarify the meaning of a word or a phrase. • Develop strategies to identify the meaning of academic or domain specific words using context clues. 	Comprehend Level R text consistently.
R.3.5 Use text features, text structure, and search tools to locate information.	<ul style="list-style-type: none"> • <i>With substantial teacher prompting, student can:</i> • Identify the parts of the text: chapter, and scene. • Locates most text features that provide important information about the topic. 	<ul style="list-style-type: none"> • Identify the parts of the text: chapter, and scene. • Distinguish between texts organized sequentially from those organized differently, e.g. “All About…” books. • Locates most text features that provide important information about the topic. 	<ul style="list-style-type: none"> • Identify the chapters or parts that describe B, M, E using story elements and other text evidence. • Explain, in writing, how one scene adds to the goal, problem, or solution of the character(s). • Use sequence to explain the main idea of a text with supporting details. 	Compare and contrast characters in texts at level R and above. Compare multiple traits and support inferences with explicit evidence from the text.

GRADE 3

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R.3.6 Distinguish one's point of view* from that of the characters, Narrator, author.	<ul style="list-style-type: none"> • With substantial teacher prompting, student can: • Identify who is telling the story. • Explain the character's/author's opinion or position about something or someone using more than one of the author's clues to explain. • After reading three paragraphs on the same topic, students identify the author's purpose and underline text evidence that supports the purpose. 	<ul style="list-style-type: none"> • With some teacher prompting, student can: • Identify who is telling the story. • Explain the character's/author's opinion or position about something or someone using more than one of the author's clues to explain. • After reading three paragraphs on the same topic, students identify the author's purpose and underline text evidence that supports the purpose. 	<ul style="list-style-type: none"> • Identify who is telling the story. • Explain the character's/author's opinion or position about something or someone using more than one of the author's clues to explain. • After reading three paragraphs on the same topic, students identify the author's purpose and underline text evidence that supports the purpose. • Determine if and how the characters change their point of view during the story. 	<ul style="list-style-type: none"> • Compare and contrast the point of view in fiction texts at level R. • In nonfiction, compare the author's point of view in two or more texts and hypothesize about the differences between texts.

GRADE 3

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Standard	1	2	3	4
RL.3.3 Describe characters and how their actions and motivations impact events.	<ul style="list-style-type: none"> Provide a sequential summary of the important events in a text specifically related to the goals, actions and reactions of the characters. Explain the goal of the main character(s) in a text as well as at least one step the characters uses to achieve their goal. 	<ul style="list-style-type: none"> Provide a written sequential summary of the important events in a text specifically related to the goals, actions and reactions of the characters. Explain in writing more than one way a character changes from the beginning to the end of the text. Uses evidence from the author. 	<ul style="list-style-type: none"> Explain the relationship between a character’s goal or problem and their behavior in writing. (At least one paragraph in length. Inferences are supported with key details from the text.) Develop theories about the character and describe the theory (theories) in writing using precise language and logical reasoning based on textual evidence. Explain cause and effect of characters’ actions. 	Describe the main character(s) in level R text and above using multiple traits and explicit evidence from the text.
R.3.4 Determine meaning of non/literal words and phrases in text.	Needs the teacher’s support to uses text clues to determine the meaning of words.	<ul style="list-style-type: none"> Identify which context clues within a sentence help determine or clarify the meaning of a word or a phrase. Develop strategies to identify the meaning of academic or domain specific words using context clues. 	<ul style="list-style-type: none"> Apply strategies to clarify the meaning of unfamiliar academic and domain specific words and phrases, using context clues. Distinguish differences in meaning in literal and figurative language 	Comprehend Level R text consistently.
R.3.5 Use text features, text structure, and search tools to locate information.	<ul style="list-style-type: none"> Includes few and/or irrelevant details when summarizing a scene/chapter. Is not able to identify the text structure of nonfiction text. 	<ul style="list-style-type: none"> Includes irrelevant details when summarizing a scene/chapter. Identify the organizational structure of nonfiction text with support. 	<ul style="list-style-type: none"> Explain the action within a scene/chapter and name the important events that occur within the scene, leaving out less important details. Explain how images in a text (charts, diagrams, graphs) add meaning to the words. (NF) 	Independently uses key details to provide a summary of sections of the text (Level R and above).
R.3.6 Distinguish one’s point of view* from that of the characters.	With the teacher’s support/prompting: <ul style="list-style-type: none"> Identify the narrator. 	<ul style="list-style-type: none"> Identify the narrator. Identify traits that reflect the feelings and behaviors of the character. 	<ul style="list-style-type: none"> Describe in writing how and why the character’s perspective changes at the B, M, E of the story by citing specific examples of patterns. 	Independently reads texts at Level R .

GRADE 3

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R.3.7 Use visuals along with words to demonstrate meaning of text.	Unable to Interpret visual information.	<ul style="list-style-type: none"> • Identify what aspect of the text the illustrations/visuals emphasize (e.g., character, setting, plot, or mood) • Explain how the illustration/visuals supports the story. 	<ul style="list-style-type: none"> • Explain how the illustration/visuals emphasize aspects of a character, setting, plot, or mood • Use information from illustrations/visuals to increase knowledge on a topic. • Apply new learning from illustrations/visuals in writing or speaking (e.g., student writes a summary and includes details directly supported by visuals). 	Interpret the feeling and thoughts of characters when reading Level O texts and above. Oral reading if fluent and expressive.
RI.3.8 Identify the text's words and structures that support the point of the text.	Locates images but is not able to explain how the information derived from them.	Needs support to explain how the information derived from them.	<ul style="list-style-type: none"> • Explain how images (e.g., illustrations and other visuals) add meaning to the story. (F) • Identify the organizational structure of the nonfiction text. E.g. sequential, compare/contrast, problem/solution. Use the structure of the text to identify 5 key details. 	Independently reads informational texts at Level R .
R.3.9 Compare and contrast the most important points of two texts.	Identify 1 similarity and difference between two texts relative to the settings, characters, and themes.	<ul style="list-style-type: none"> • Identify 1-2 similarities and differences between two texts relative to the settings, characters, and themes. • Completes a Venn diagram demonstrating those similarities and differences. 	<ul style="list-style-type: none"> • Identify in writing 3-4 similarities and differences between two texts relative to the settings, characters and themes using specific examples and details from the text. • Provide a written response to reading that identifies a personal reaction to character(s) in two texts. 	Compare and contrast the setting, plot, and characters in 2 texts at level R and above.

GRADE 3

QUARTER 4 PROGRESS REPORT GUIDE

Standard	1	2	3	4
R.3.2b Determine lesson or moral and explain through details from text.	Needs support to identify the moral.	Identify the lesson or moral in a text.	Identify the lesson or moral including details to explain the lesson/moral.	Independently uses key details to provide a summary of the text (Level S and above). Summarize the text concisely, including the theme, lesson, or main idea of the text.
R.3.4 Determine meaning of non/literal words and phrases in text.	<ul style="list-style-type: none"> • Identify which context clues within a sentence help determine or clarify the meaning of a word or a phrase. • Develop strategies to identify the meaning of academic or domain specific words using context clues. 	<ul style="list-style-type: none"> • Apply strategies to clarify the meaning of unfamiliar academic and domain specific words and phrases, using context clues. • Distinguish differences in meaning in literal and figurative language. 	<ul style="list-style-type: none"> • Apply strategies consistently to clarify the meaning of unfamiliar academic and domain specific words and phrases, using context clues. • Identify the meaning of academic words using context clues. • Distinguish differences in meaning in literal and figurative language. • Understand that words have multiple meaning and distinguish the correct meaning to gain understanding. 	Independently reads texts at Level S .
R.3.9 Compare and contrast the most important points of two texts.	<ul style="list-style-type: none"> • In Level L text or lower: • The student needs the teacher's support in order to 	<ul style="list-style-type: none"> • In Levels M-O text: • Identify 1 to 2 similarities and differences between two texts. • Write a personal reaction to versions of the same tale with 1 to 2 descriptive details to support writer's opinion. • The student's written response does not clearly summarize the comparisons between two texts with supporting evidence from the texts. 	<ul style="list-style-type: none"> • In Level P text: • Identify 3 to 4 similarities and differences between two texts. • Write a personal reaction to versions of the same tale with 4 to 5 descriptive details to support writer's opinion. • Provide a written response that summarizes the comparisons between two texts with supporting evidence from the texts. 	Independently compare and contrast themes, characters, plots, and settings in texts (Level S and above). The students is able to write a substantial summary to synthesize the comparisons.

