

3rd Grade Reading

Foundational Reading Skills

| Trimester | Standard | Proficiency Indicators | | | |
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| | | 1 Below Grade Level Expectations | 2 Approaching Grade Level Expectations | 3 Meets Grade Level Expectations | 4 Exceeds Grade Level Expectations |
| 1, 2, 3 | Reads with fluency and accuracy. | The student is seldom able to read text with purpose and understanding, accuracy, appropriate rate and expression, and use context to confirm or self correct. | The student sometimes reads text with purpose and understanding, accuracy, appropriate rate and expression, and uses context to confirm or self correct. | The student usually reads text with purpose and understanding, accuracy, appropriate rate and expression, and uses context to confirm or self correct. | The student is able to read text with purpose and understanding, accuracy, appropriate rate and expression, and use context to confirm or self correct. |

Literature

| Trimester | Standard | Proficiency Indicators | | | |
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| | | 1 Below Grade Level Expectations | 2 Approaching Grade Level Expectations | 3 Meets Grade Level Expectations | 4 Exceeds Grade Level Expectations |
| 1, 2, 3 | Knows and applies grade-level phonics and word analysis skills. | The student is seldom able to understand the meaning of common prefixes and suffixes; decode words with common Latin suffixes and multisyllabic words, and appropriate irregularly spelled words. | The student sometimes understands the meaning of common prefixes and suffixes; decodes words with common Latin suffixes and multisyllabic words, and appropriate irregularly spelled words. | The student usually understands the meaning of common prefixes and suffixes; decodes words with common Latin suffixes and multisyllabic words, and appropriate irregularly spelled words. | The student is able to understand the meaning of common prefixes and suffixes; decode words with common Latin suffixes and multisyllabic words, and appropriate irregularly spelled words. |
| 1, 2 | Can identify and explain the central message/theme of a text. | The student is seldom able to recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, | The student sometimes recounts stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or | The student usually recounts stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or | The student is able to recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or |

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| | | lesson, or moral and explain how it is revealed through key details in the text. | moral and explain how it is revealed through key details in the text. | moral and explain how it is revealed through key details in the text. | moral and explain how it is revealed through key details in the text. |
| 1, 2 | Refers to details and examples from the text to demonstrate understanding. | The student is seldom able to ask and answer, making relevant connections to text, support with textual evidence; describe characters and explain how their actions contribute to the plot. | The student sometimes asks and answers, making relevant connections to text, supports with textual evidence; describes characters and explains how their actions contribute to the plot. | The student usually asks and answers, making relevant connections to text, supports with textual evidence; describes characters and explains how their actions contribute to the plot. | The student is able to ask and answer, making relevant connections to text, support with textual evidence; describe characters and explain how their actions contribute to the plot. |
| 2 | Compares, contrasts, and reflects on story elements. | The student is seldom able to compare, contrast, and reflect on the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters. | The student sometimes compares, contrasts, and reflects on the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters. | The student usually compares, contrasts, and reflects on the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters. | The student is able to compare, contrast, and reflect on the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters. |

| Informational | | | | | |
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| Trimester | Standard | Proficiency Indicators | | | |
| | | 1 Below Grade Level Expectations | 2 Approaching Grade Level Expectations | 3 Meets Grade Level Expectations | 4 Exceeds Grade Level Expectations |
| 2, 3 | Refers to details and examples from the text to demonstrate understanding of the main idea. | The student is seldom able to determine the main idea of a text; recount the key details and explain how they support the main idea. | The student sometimes determines the main idea of a text; recounts the key details and explains how they support the main idea. | The student usually determines the main idea of a text; recounts the key details and explains how they support the main idea. | The student is able to determine the main idea of a text; recounts the key details and explains how they support the main idea. |
| 2, 3 | Knows and uses various text features to gain more information. | The student is seldom able to use information gained from text features and the words in a text to demonstrate understanding of the text. | The student sometimes uses information gained from text features and the words in a text to demonstrate understanding of the text. | The student usually uses information gained from text features and the words in a text to demonstrate understanding of the text. | The student is able to use information gained from text features and the words in a text to demonstrate understanding of the text. |

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| 2, 3 | Compares and contrasts two texts on the same topic. | The student is seldom able to compare, contrast, and reflect on the most important points and key details presented in two texts on the same topic. | The student sometimes compares, contrasts, and reflects on the most important points and key details presented in two texts on the same topic. | The student usually compares, contrasts, and reflects on the most important points and key details presented in two texts on the same topic. | The student is able to compare, contrast, and reflect on the most important points and key details presented in two texts on the same topic. |
| 2, 3 | Distinguishes the author's point of view from their own. | The student is seldom able to distinguish their own point of view from that of the author of a text. | The student sometimes distinguishes their own point of view from that of the author of a text. | The student usually distinguishes their own point of view from that of the author of a text. | The student is able to distinguish their own point of view from that of the author of a text. |