3.1.3, 3.RF.4 – Word Recognition, Fluency, & Vocabulary Development

**Essential Learning: Fluency**

Level 4: I can go beyond what is expected. My expression and volume match my interpretation of the passage.

Level 3: I can read throughout the text smoothly with good expression, enthusiasm, good phrasing, and at a conversational pace. My WPM score will be 80 – 140. (Rasinski scale)

Level 2: I can begin to use voice to make the text sound like natural language.
- My focus remains largely on pronouncing individual words instead reading smoothly.
- My reading is choppy.
- My words don’t always sound right (improper stress and intonation).
- My reading may have pauses and hesitations in the wrong places.
- My reading pace is too slow and/or too fast.

Level 1: I can do this with help.

3.1.6, 3.L4a – Word Recognition, Fluency, & Vocabulary Development

**Essential Learning: Context Clues**

Level 4: I can go above and beyond what is expected.

Level 3: I can determine and explain the meaning of unknown words using the context clues in the text.

Level 2: I can recognize the meaning of an unknown word (from a list of choices) using the context clues in the text.

Level 1: I can do this with help.

3.1.7, 3.L4d – Word Recognition, Fluency, & Vocabulary Development

**Essential Learning: Use Dictionary & Glossary**

Level 4: I can go above and beyond what is expected.

Level 3: I can use dictionaries and glossaries to find the meanings of unknown words.

Level 2: I can recognize terms and use features of dictionaries and glossaries, given a list of choices.

Level 1: I can do this with help.
3.2.1, 3. RL.5 – Comprehension & Analysis of Informational Text

*Essential Learning: Uses Text Features to Locate Information*

**Level 4:** I can go above and beyond what is expected.

**Level 3:** I can use text features to find information in third grade level texts.

**Level 2:** I can recognize terms and use features to locate information when given a list of choices; title, table of contents, chapter headings, glossary, index

**Level 1:** I can do this with help.

3.2.5, 3.RL.2 – Comprehension & Analysis of Informational Text

*Essential Learning: Main Idea & Supporting Details*

**Level 4:** I can go above and beyond what is expected.

**Level 3:** I can identify and accurately state the main idea and at least two supporting details in a third grade informational text.

**Level 2:** I can recognize and select the main idea and supporting details from a list of choices for a given passage.

**Level 1:** I can do this with help.

3.3.4, 3.RL.2 – Comprehension & Analysis of Literary Text

*Essential Learning: Describes the Theme or Author’s Message in Text*

**Level 4:** I can go above and beyond what is expected.

**Level 3:** I can accurately describe the theme or author’s message in a third grade text (fiction or nonfiction).

**Level 2:** I can accurately describe the theme or author’s message in a third grade text, given choices.

**Level 1:** I can do this with help.
3.3.8 – Comprehension & Analysis of Literary Text

Essential Learning: Describes the problem & solution in a story

Level 4: I can go above and beyond what is expected.

Level 3: I can accurately describe the problem and solutions in a third grade level story.

Level 2: I can correctly recognize the problem and solutions in a story, given choices.

Level 1: I can do this with help.

3.4.3, 3.W.4 – Writing Process and Features

Essential Learning: Writes Single Paragraphs w/Topic Sentences & Supporting Details

Level 4: I can go above and beyond what is expected.

Level 3: I can write single paragraphs using a topic sentence and supporting facts with few or no mistakes.

Level 2: I can recognize terms when given choices, and write a single paragraph when given a graphic organizer: indent, topic sentence, supporting details, closing sentence.

Level 1: I can do this with help.

3.4.6, 3.W.5 – Writing Processes & Features

Essential Learning: Revises, Evaluates, & Revises Writing for Meaning & Clarity

Level 4: I can go above and beyond what is expected.

Level 3: I can review, evaluate, and revise my writing for meaning and clarity using a revision check list for support.

Revising Checklist

___ 1. Did you clearly state the main idea? ___ 3. Does your writing stay focused on the topic? ___ 5. Have you used different types and lengths of sentences?
___ 2. Have you used exciting words? ___ 4. Have you used words to describe the senses? ___ 6. Have you deleted words that do not belong?

Level 2: I can recognize and use revision terms when given choices: revise, edit, sensory details, vivid words

Level 1: I can do this with help.
3.5.2, 3.W.2 – Writing Applications
(Different Types & Their Characteristics)

Essential Learning: Writes Descriptive Pieces that Develops a Unified Main Ideas

Level 4: I can go above and beyond what is expected.

Level 3: I can write a descriptive piece about people, places, things, or experiences with a score of 3.0 using the Descriptive Writing Rubric.

Level 2: I can recognize and use revision terms when given choices and write a basic descriptive piece: main ideas, lead/topic sentence, supporting details, conclusion

Level 1: I can do this with help.

3.6.2, 3.L.1 – Writing English Language Conventions

Essential Learning: Writes Complete Sentences

Level 4: I can go above and beyond what is expected.

Level 3: I can correctly write complete declarative, imperative, interrogative, and exclamatory sentences with final punctuation.

Level 2: I can recognize and use all four sentence types when given choices.

Level 1: I can do this with help.