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| **Strand: 4.1c Comprehension/Critical Literacy-The student will interact with the words and concepts in a text to construct an appropriate meaning-Literal Understanding-Recall major points in a text and revise predictions about what is read** |
| **Topic: Comprehension/Critical Literacy**  |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** **Analyze the text and create new predictions based on the major points in text.** | **Sample Activities** |
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| **Score 3.0****Capable**  | **The student:*** **Literal Understanding-Recall major points in text and revise predictions about what is read**

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.****Arrange the major points in a text in sequential order.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** **Recall major points in the text.** |  |
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| **Standard 4.4c-Comprehension/Critical Literacy- The student will interact with the words and concepts in a text to construct an appropriate meaning-Analysis and Evaluation-Analyze the causes, motivations, sequences, and results from a text.** |
| **Topic: Comprehension/Critical Literacy**  |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** **Create a new ending to the story and compare the new motivations, sequences, and results from the text.** | **Sample Activities** |
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| **Score 3.0****Capable**  | **The student:*** **Analysis and evaluation-Analyze the causes, motivations, sequences, and results from a text.**

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** This does not match our standard.

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.****Sequencing causes and motivations from the text.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** **State the causes, and motivations from the text.** |  |

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| **: Standard 4.2a-Comprehension/Critical Literacy-The students will interact with the words and concepts in a text to construct an appropriate meaning-Inferences and Interpretation- Make inferences by connecting prior knowledge and experience with information from the text.** |
| **Topic: Comprehension/Critical Literacy**  |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** **Explain, organize and prove how you arrived at the inference and interpretation of the text. Use of a graphic organizer will help illustrate your process.** | **Sample Activities** |
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| **Score 3.0****Capable**  | **The student:*** **Inferences and Interpretation- Make inferences by connecting prior knowledge and experience with information from the text.**

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.****Explaining information about your interpretation of the text.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** **Connecting prior knowledge with information from the text.** |  |

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| **: Standard 2.1 Vocabulary –The student will develop and expand knowledge of words and word meanings to increase vocabulary-Words in Context-Use Context Clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.** |
| **Topic: Vocabulary**  |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** **Create a paragraph using new terminology from context clues in the text.** | **Sample Activities** |
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| **Score 3.0****Capable**  | **The student:*** **Words in Context-Use Context Clues to determine the meaning of grade-level appropriate words**

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.****Classify the meanings of difficult words using a graphic organizer to detail your understanding of the new word meanings.****Clarify using glossary and dictionary.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** **List new vocabulary and try to determine meaning using the context clues.****Use the glossary to confirm or deny your meanings.** |  |
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| **: Standard 5.2a Literature- The student will read to construct meaning and respond to a wide variety of literary forms-Literary Elements-Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work-Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts** |
| **Topic: Literature**  |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** **Analyze the characters after you change the setting, and plot. Write and create your ideas based on your interpretation of character analysis and for example the time period changed. How does your character react in a different time?**  | **Sample Activities** |
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| **Score 3.0****Capable**  | **The student:*** **Literary Elements- Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work-Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts**

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.****Make specific textual references when answering the questions. Refer to specific paragraphs and quote phrases to support ideas. Organize and try to support your ideas on plots and characters.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  |  |
|  | **Write full clear sentences comparing characters presented by different authors.** |

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| **: Standard 2.3 Vocabulary-The student will develop and expand knowledge of words and word meanings to increase vocabulary-Synonyms, antonyms, and homonyms/homophones-determine the meanings of words using knowledge synonyms, antonyms, homonyms/homophones and multiple meaning words.** |
| **Topic: Vocabulary**  |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** **Create a crossword puzzle using synonyms, antonyms, homonyms and homophones.****Alter or change a story and substitute with a corresponding element using the synonyms, antonyms, homonyms/homophones without changing the meaning of the story.** | **Sample Activities** |
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| **Score 3.0****Capable**  | **The student:*** **Synonyms, antonyms, homonyms/homophones-Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones and multiple meaning words.**

**The student exhibits no major errors or omissions.** |  |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.****Word work activity utilizing a word sort to match, collect and display word cards. Student can identify correct categories of synonyms, antonyms, homonyms/homophones.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  |  |
|  | **Identify the meaning of synonyms, antonyms, homonyms/homophones using picture cards, glossary and dictionary.** |

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| **4.1b Comprehension/Critical Thinking-The student will interact with the words and concepts in a text to construct an appropriate meaning-Literal Understanding-Use pre-reading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading** |
| **Topic: Comprehension/Critical Thinking**  |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** **Write or develop an anticipation guide comprehension strategy that could be used to activate students’ prior knowledge and build curiosity using four to six statements about key ideas in the text. Some true and some false. Include columns following each statement, which can be used for yes/no/maybe or true false responses.** | **Sample Activities** |
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| **Score 3.0****Capable**  | **The student:*** **Literal Understanding-Use pre-reading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.**

**The student exhibits no major errors or omissions.** | * List Treasures and Center Activities
 |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.****Student can respond with agree or disagree in the process of responding to statements about the text.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  |  |
|  | **Student can color code and anticipatory guide using green for true statements and red for false statements.** |

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| **: Standard 4.5a Comprehension/Critical Literacy-The student will interact with the words and concepts in a text to construct an appropriate meaning-Monitoring and Correction Strategies-Monitor own reading and modify strategies as needed (i.e. recognize when he or she is confused by a selection of text, questions whether the text makes sense)** |
| **Topic: Comprehension/Critical Literacy**  |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** **Student can use a comprehension strategy to recognize similarities and differences. Comparison Matrix: Utilization of subjects/categories/topics/etc across top row,****Attributes/characteristics/details/etc. on left. Using a created matrix students can analyze similarities and differences between the provided topics and details.** | **Sample Activities** |
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| **Score 3.0****Capable**  | **The student:*** **Monitoring and Correction Strategies-Monitor own reading and modify strategies as needed (i.e. recognize when he or she is confused by a selection of text, questions whether the text makes sense)**

**The student exhibits no major errors or omissions.** | * List Treasures and Center Activities
 |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.****Student can create a KWL chart to utilize a comprehension strategy, activate prior knowledge, questioning, and determining importance.****K=know, W=Want-to-know. L=Learned.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  |  |
|  | **Student can orally give KWL information.** |

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| **: Standard 4.5b Comprehension/Critical Literacy- The student will interact with the words and concepts in a text to construct an appropriate meaning-Monitoring and Correction Strategies- Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.**  |
| **Topic: Comprehension/Critical Literacy**  |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** **Students can read the text and revise the semantic map. They can utilize semantic maps and illustrate and connect their new learning in reading and writing summaries.** | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** **Monitoring and Correction Strategies-Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.**

**The student exhibits no major errors or omissions.** | * List Treasures and Center Activities
 |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.****Students can create a sematic map brainstorming subtopics related to the topic or big idea. Students read the text and revise the semantic map to reflect new knowledge or add new circles, lines, etc.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** **Student can create a semantic map using the big idea or topic of the passage.** |  |

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| **Standard 4.3c Comprehension/Critical Literacy-The student will interact with the words and concepts in a text to construct an appropriate meaning-Summary and Generalization-Produce summaries of fiction and nonfiction text, highlighting major points** |
| **Topic: Comprehension/Critical Literacy**  |
| **Grade: 1** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** **Student can organize information by synthesizing/summarizing and determining importance of key elements of fiction and nonfiction text in a paragraph form after using graphic thinking organizers applied to the appropriate text of fiction or nonfiction.** | **Sample Activities** |
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| **Score 3.0****Capable**  | **The student:*** **Summary and Generalization-Produce summaries of fiction and nonfiction text, highlighting major points**

**The student exhibits no major errors or omissions.** | * List Treasures and Center Activities
 |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.****Student can use a Venn diagram to compare and contrast fiction v.s. nonfiction text.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  |  |
|  | **Student can use a Venn diagram in small group discussion of fiction and nonfiction text examples.** |

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| **Standard 3.1 Fluency- The student will identify words rapidly so that attention is directed at the meaning of the text-Read regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.**  |
| **Topic: Fluency** |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** **Student can read material in target rate on repeated readings using Rate, expression, accuracy, punctuation and complete a self reflection of their reading performance. Student can read with 90—100 percent accuracy using one minute timed readings.** | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** **Read regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression**

**The student exhibits no major errors or omissions.** | * List Treasures and Center Activities
 |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.****Using leveled reading material student can read with 90—100 percent accuracy fiction and non-fiction texts. Strategy using one minute timed text.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  |  |
|  | **Instructional and independent reading levels only. Student can read with a buddy and find difficult words to practice with word cards after completing a one minute timed reading. Text repeated-reading activity until the student can achieve 80 percent accuracy.** |

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| **Standard 4.4b Comprehension/Critical Literacy-The student will interact with the words and concepts in a text to construct an appropriate meaning-Analysis and Evaluation-Distinguish between fact and opinion in a nonfiction text.** |
| **Topic: Comprehension/Critical Literacy**  |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** **Analysis and Evaluation- Distinguish between fact and opinion in a nonfiction text.**

**The student exhibits no major errors or omissions.** | * List Treasures and Center Activities
 |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  |  |

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| **Standard 5.3 Literature-The student will read to construct meaning and respond to a wide variety of literary forms-Figurative Language and Sound Devices-The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.** |
| **Topic: Literature**  |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** **Figurative Language and Sound Devices- The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.**

**The student exhibits no major errors or omissions.** | * List Treasures and Center Activities
 |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  |  |

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| **Standard 4.1a Comprehension/Critical Literacy- The student will interact with the words and concepts in a text to construct an appropriate meaning-Literal Understanding-Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for third grade.**  |
| **Topic: Comprehension/Critical Literacy** |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** **Literal Understanding-Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for third grade.**

**The student exhibits no major errors or omissions.** | * List Treasures and Center Activities
 |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  |  |

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| **Standard 4.3b Comprehension/Critical Literacy- The student will interact with the words and concepts in a text to construct an appropriate meaning-Summary and Generalization-Produce summaries of fiction and nonfiction text, highlighting major points** |
| **Topic: Comprehension/Critical Literacy**  |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** **Summary and Generalization-Produce summaries of fiction and nonfiction text, highlighting major points.**

**The student exhibits no major errors or omissions.** | * List Treasures and Center Activities
 |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  |  |
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| **Standard 2.2 Vocabulary- The student will develop and expand knowledge of words and word meanings to increase vocabulary-Affixes- Use prefixes( for Example: un-, pre-, bi-, mis-, dis-, en-,in-,im-,ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.** |
| **Topic: Vocabulary**  |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** **Affixes- Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less) and roots to determine the meaning of words.**

**The student exhibits no major errors or omissions.** | * List Treasures and Center Activities
 |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  |  |
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| **Standard 6.1e Research and Information-The student will conduct research and organize information- Accessing Information-The student will select the best source for a given purpose-Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics)**  |
| **Topic: Research and Information**  |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** **Accessing Information- The student will select the best source for a given purpose-Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics)**

**The student exhibits no major errors or omissions.** | * List Treasures and Center Activities
 |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  |  |

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| **Strand: Standard 4.2c Comprehension/Critical Literacy-The student will interact with the words and concepts in a text to construct an appropriate meaning-Inferences and Interpretation-participate in creative response to text (e.g., art, drama, and oral presentations)** |
| **Topic: Comprehension/Critical Literacy**  |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** **Inferences and Interpretation-participate in creative response to text (e.g., art, drama, and oral presentations)**

**The student exhibits no major errors or omissions.** | * List Treasures and Center Activities
 |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  |  |
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| **Strand: Standard 2.4 Vocabulary- The student will develop and expand knowledge of words and word meanings to increase vocabulary-Using Resource Material- Use word reference materials (glossary, dictionary, and thesaurus) to determine the meaning and pronunciation of unknown words.** |
| **Topic: Vocabulary**  |
| **Grade: 3** |
| **Score 4.0****Exceptional**  | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**  | **Sample Activities** |
|  |
| **Score 3.0****Capable**  | **The student:*** **Using Resource Material- Use word reference materials (glossary, dictionary, and thesaurus) to determine the meaning and pronunciation of unknown words.**

**The student exhibits no major errors or omissions.** | * List Treasures and Center Activities
 |
| **Score 2.0****Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** performs basic processes, such as:

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0****Beginning**  | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**  |  |
|  |  |