Report Card Indicators and Evidence Outcome Alignment

Standard One: Oral Expression and Listening

Report Card Indicators:

Effectively communicates ideas

- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (CCSS: SL.3.4)
- Distinguish different levels of formality.
- Speak clearly, using appropriate volume and pitch for the purpose and audience.
- Select and organize ideas sequentially or around major points of information that relate to the formality of the audience.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (CCSS: SL.3.5)
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)

Cooperates and participates in group discussions

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.3.1a)
- Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
- Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL 3.2)
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS: SL 3.3)

Standard Two: Reading for All Purposes

Report Card Indicators:

Reads and understands grade level literature

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)*
- Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting). *
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)
- Summarize central ideas and important details from a text.*
- Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays.
- Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)
- Use signal words (such as *before*, *after*, *next*) and text structure (narrative, chronology) to determine the sequence of major events
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5)
- Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7)
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). (CCSS: RL.3.9) *
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (CCSS: RL.3.10)
- Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation.*

Reads and understands grade level informational text

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1)*
- Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2) *
- Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text *
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3) *
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (CCSS RI.3.4)
- Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)
- Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6)
- Use semantic cues and signal words (for example: *because* and *although*) to identify cause/effect and compare/contrast relationships. *
- Use information gained from illustrations (for example: maps, photographs) and the words in a text to

demonstrate understanding of the text (for example: *where*, *when*, *why*, and *how* key events occur). (CCSS: RI.3.7)
- Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8) *
- Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9) *
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) *

Uses multiple strategies to read words and find their meaning

- Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a) *
- Decode words with common Latin suffixes. (CCSS: RF.3.3b) *
- Decode multisyllable words. (CCSS:RF.3.3c)*
- Read grade-appropriate irregularly spelled words.(CCSS:RF.3.3d)*
- Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF3.4)
- Read grade-level text with purpose and understanding. (CCSS.3.4a)
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS.3.4b)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)
- Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a) *
- Determine the meaning of the new word formed when a known affix is added to a known word (for example: *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). (CCSS: L.3.4b) *
- Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning. *
- Use a known root word as a clue to the meaning of an unknown word with the same root (for example: *company*, *companion*). (CCSS: L.3.4c) *
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. *
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
- Distinguish the literal and nonliteral meanings of words and phrases in context (for example: *take steps*). (CCSS: L.3.5a)
- Identify real-life connections between words and their use (for example: describe people who are *friendl*y or *helpful*). (CCSS: L.3.5b)
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example: *knew*, *believed*, *suspected*, *heard*, *wondered*). (CCSS: L.3.5c)
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: *After dinner that night we went looking for them*). (CCSS: L.3.6)

Standard Three: Writing and Composition

Report Card Indicators:

Uses the writing process to create narrative and opinion pieces

- Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure. (CCSS:W.3.3)
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)
- Use temporal words and phrases to signal event order. (CCSS: W.3c)
- Provide a sense of closure. (CCSS: W.3.3d)
- Write opinion pieces on topics or texts, supporting a point of view with reasons. (CCSS:.W.3.1)
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that includes reasons. (CCSS: W.3.1a)
- Provide reasons that support the opinion. (CCSS: W.3.1b)
- Use linking words and phrases (for example: *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. (CCSS: W.3.1c)
- Provide a concluding statement or section. (CCSS: W.3.1d)

Uses the writing process to create informational/explanatory texts

- Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement. (CCSS:W.3.2)
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
- Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
- Use linking words and phrases (for example: *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. (CCSS: W.3c)
- Provide a concluding statement or section. (CCSS: W.3.2d)

Uses correct grade level grammar, punctuation, and spelling

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
- Use abstract nouns (for example: *childhood*). (CCSS: L.3.1c)
- Form and use regular and irregular verbs. (CCSS: L.3.1d)
- Form and use the simple (for example: I *walked*; I *walk*; I *will walk*) verb tenses. (CCSS: L.3.1e)
- Ensure pronoun-antecedent agreement. (adapted from CCSS: L.3.1f)
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.(CCSS: L.3.1g)
- Use coordinating and subordinating conjunctions. (CCSS: L.3.1h)
- Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. (adapted from CCSS: L.3.1i)
- Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
- Capitalize appropriate words in titles. (CCSS: L.3.2a)
- Use commas in addresses. (CCSS: L.3.2b)

- Use commas and quotation marks in dialogue. (CCSS: L.3.2c)
- Form and use possessives. (CCSS: L.3.2d)
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: *sitting*, *smiled*, *cries*, *happiness*). (CCSS: L.3.2e)
- Use spelling patterns and generalizations (for example: *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words. (CCSS: L.3.2f)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
- Choose words and phrases for effect. (CCSS: L.3.3a)
- Recognize and observe differences between the conventions of spoken and written standard English. (CCSS: L.3.3b)
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (CCSS: W.3.6)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.3.10)

Standard Four: Research Inquiry and Design

Researches a topic & creates a presentation to share with others

- Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7)
- Interpret and communicate the information learned by developing a brief summary with supporting details.
- Develop supporting visual information (for example: charts, maps, illustrations, models).
- Present a brief report of the research findings to an audience.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8)

Understands and respects other points of view

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS: SL 3.1)