

# ELA Standards

## Grade 3 TERM 1 Benchmarks

Note for Parents/Caregivers:

Below are the skills within each standard that students are expected to have mastered by the end of each trimester.

- A score of “**Mastery**” means the student demonstrates a thorough understanding of grade level concepts and skills. Performance is characterized by the ability to apply the skills with accuracy, quality, and independence.
- A score of “**Near Mastery**” means the student demonstrates a thorough understanding of grade level concepts. Performance is characterized by the application of skills with accuracy and quality. The student may require occasional support and direction.
- A score of “**Approaching Mastery**” means the student demonstrates a basic understanding of grade level concepts. Performance is characterized by the application of skills and strategies with support and direction.
- A score of “**Not at Mastery**” means the student inconsistently demonstrates the application of grade level concepts. Performance is characterized by limited application of skills and strategies and requires considerable support and direction.

STANDARDS	TERM 1	TERM 2	TERM 3
Language Standards			
L.3.1 Demonstrate command of the conventions of standard English grammar and usage.	Demonstrate command of the conventions of standard English grammar and usage.	Demonstrate command of the conventions of standard English grammar and usage.	Demonstrate command of the conventions of standard English grammar and usage.
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.4 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.	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: Usage of context clues, affixes, root words, and dictionaries.	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: Usage of context clues, affixes, root words, and dictionaries.	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: Usage of context clues, affixes, root words, and dictionaries.

Reading Standards for Foundational Skills			
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Fundations Unit 1-4  Closed syllables, Consonant & vowel suffixes, Vowel consonant e syllables, Multisyllabic words, Silent e spelling	Fundations Unit 5-7  Schwa, Open syllables, Pluralizing words that end in Y, Consonant le syllables,	Fundations Units 8-10  Consonant-le, tion/sion, Consonant-le exception, final syllable with schwa and C-le, C-le adding suffixes, r-controlled syllables, double vowel syllable and its exception
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	Words read per minute: <ul style="list-style-type: none"> <li>• Mastery 73+</li> <li>• Near Mastery 64-72</li> <li>• Approaching Mastery 55-63</li> <li>• Not at Mastery 54-</li> </ul>	Words read per minute: <ul style="list-style-type: none"> <li>• Mastery 105+</li> <li>• Near Mastery 96-104</li> <li>• Approaching Mastery 85-95</li> <li>• Not at Mastery 84-</li> </ul>	Words read per minute: <ul style="list-style-type: none"> <li>• Mastery 114+</li> <li>• Near Mastery 107-113</li> <li>• Approaching Mastery 96-106</li> <li>• Not at Mastery 95-</li> </ul>
Reading Standards for Informational Text			
RI.3.1  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Independently asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Independently asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Independently asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2  Determine the main idea of a text; recount the key details and explain how they support the main idea.	Independently determines the main idea of grade-level informational text and identifies most supporting details which help explain the main idea.	Independently determines the main idea of grade-level informational text and identifies most supporting details which help explain the main idea.	Independently determines the main idea of grade-level informational text and identifies most supporting details which help explain the main idea.
RI.3.10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.	Independently able to read and comprehend literature and informational texts within the grades 2-3 text complexity band.	Independently able to read and comprehend literature and informational texts within the grades 2-3 text complexity band.	Independently able to read and comprehend literature and informational texts at the high end of the grades 2-3 text complexity band.
Reading Standards for Literature			

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Independently asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Independently asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Independently asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2 Retell 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 a text.	Independently retells and interprets grade-level stories from various genres. Independently cites key details that help determine the central message.	Independently retells and interprets grade-level stories from various genres, including fables, folktales and myths. Independently cites key details that help determine the central message, lesson or moral of the story and can independently state that message, lesson or moral.	Independently retells and interprets grade-level stories from various genres, including fables, folktales and myths. Independently cites key details that help determine the central message, lesson or moral of the story and can independently state that message, lesson or moral.
RL.3.10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3.	Independently able to read and comprehend literature and informational texts within the grades 2-3 text complexity band.	Independently able to read and comprehend literature and informational texts within the grades 2-3 text complexity band.	Independently able to read and comprehend literature and informational texts at the high end of the grades 2- 3 text complexity band.
Speaking and Listening Standards			
SL.3.1 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.	Independently engages in a range of collaborative discussions (one-on-one, in small groups, and teacherled) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly.	Independently engages in a range of collaborative discussions (one-on-one, in small groups, and teacherled) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly.	Independently engages effectively in collaborative discussions (one-on-one, small group, and teacherled) with various partners on Grade 3 topics and texts, building on one another's ideas and expressing own clearly. (e.g., Come prepared to discuss, follow preparation, follow agreed-upon rules of discussion; ask relevant questions to check understanding of presentation; link comments to topic of discussion; explain own ideas and understanding relevant to discussion)
Writing Standards			

W.3.4 Produce writing in which the development and organization are appropriate to task, purpose and audience.	Able to produce writing with a clear focus, coherent organization, and sufficient details, with teacher guidance and support.	Able to produce writing with a clear focus, coherent organization, and sufficient details, with teacher guidance and support.	Able to produce writing with a clear focus, coherent organization, and sufficient details, with teacher guidance and support.
W.3.5 Develops and strengthens writing as needed by planning, drafting, revising, and editing.	Able to develop and strengthen writing as needed by planning, revising, and editing with guidance and support from peers and adults. With teacher prompting, able to correct mechanics, usage, and sentence structure.	Able to develop and strengthen writing as needed by planning, revising, and editing with guidance and support from peers and adults. With teacher prompting, able to correct mechanics, usage, and sentence structure.	Able to develop and strengthen writing as needed by planning, revising, and editing with guidance and support from peers and adults. With teacher prompting, able to correct mechanics, usage, and sentence structure.