

Report Card Standard	Meets Standard for December	Meets Standard for March	Meets Standard for June	Documentation/ Assessment
<b>SPEAKING AND LISTENING</b>				
Engages effectively in collaborative discussions on Grade 3 topics and texts, building on others' ideas	<ul style="list-style-type: none"> <li>Engages effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led), building on others' ideas and expressing their own clearly</li> </ul> <p><i>Independently:</i></p> <ul style="list-style-type: none"> <li>Follows agreed upon rules for discussions</li> <li>Asks questions to check for understanding, stays on topic, and links their comments to the remarks of others</li> </ul> <p><i>With some support:</i></p> <ul style="list-style-type: none"> <li>Comes to discussions prepared, having read or studied required material; explicitly draws on that preparation within discussion</li> <li>Explains their own ideas and understanding in light of the discussion</li> </ul>	<ul style="list-style-type: none"> <li>Engages effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led), building on others' ideas and expressing their own clearly</li> </ul> <p><i>Independently:</i></p> <ul style="list-style-type: none"> <li>Follow agreed upon rules for discussions</li> <li>Asks questions to check for understanding, stays on topic, and links their comments to the remarks of others</li> </ul> <p><i>With minimal support:</i></p> <ul style="list-style-type: none"> <li>Comes to discussions prepared, having read or studied required material; explicitly draws on that preparation within discussion</li> <li>Explains their own ideas and understanding in light of the discussion</li> </ul>	<ul style="list-style-type: none"> <li>Independently engages effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led), building on others' ideas and expressing their own clearly</li> </ul> <p><i>Independently:</i></p> <ul style="list-style-type: none"> <li>Follows agreed upon rules for discussions</li> <li>Asks questions to check for understanding, stays on topic, and links their comments to the remarks of others</li> <li>Comes to discussions prepared, having read or studied required material; explicitly draws on that preparation within discussion</li> <li>Explains their own ideas and understanding in light of the discussion</li> </ul>	<ul style="list-style-type: none"> <li>Large group, small group, and partner discussions across all content areas</li> <li>Teacher's anecdotal notes/checklists/rubrics</li> </ul>
Reports on a topic or text with appropriate facts and relevant details	<ul style="list-style-type: none"> <li><i>With some support and teacher cues</i>, reports on a topic or text by using appropriate facts and relevant, descriptive details</li> </ul>	<ul style="list-style-type: none"> <li><i>With minimal support and teacher cues</i>, reports on a topic or text by using appropriate facts and relevant, descriptive details</li> </ul>	<ul style="list-style-type: none"> <li><i>Independently</i> reports on a topic or text by using appropriate facts and relevant, descriptive details</li> </ul>	<ul style="list-style-type: none"> <li>Text discussions and presentations</li> <li>Content area reports, presentations, and discussions</li> </ul>
Speaks clearly with adequate volume	Independently (without teacher cues) speaks with adequate volume	Independently (without teacher cues) speaks with adequate volume	Independently (without teacher cues) speaks with adequate volume	<ul style="list-style-type: none"> <li>Teacher's anecdotal notes/checklists/rubrics (such as PVLEGS) from large and small group discussions across all content areas</li> </ul>

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<b>READING</b>				
<p>Orally reads grade-appropriate text fluently, self-correcting for accuracy and meaning</p>	<ul style="list-style-type: none"> <li>Orally reads grade-appropriate text (Level N or O) with fluency and comprehension, consistently monitoring for accuracy and meaning</li> </ul>	<ul style="list-style-type: none"> <li>Orally reads grade-appropriate text (Level O or P) with fluency and comprehension, consistently monitoring for accuracy and meaning</li> </ul>	<ul style="list-style-type: none"> <li>Orally reads grade-appropriate text (Level P or Q) with fluency and comprehension, consistently monitoring for accuracy and meaning</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing running records</li> <li>Teacher’s anecdotal notes/checklists/rubrics from regular opportunities to discuss grade-level texts (individual, partner, small groups) across all content areas</li> <li><i>Benchmark Assessment System (BAS)</i></li> </ul>
<p>Describes characters’ actions, traits, motivations, and feelings in a story <i>*For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year)</i></p>	<ul style="list-style-type: none"> <li>Infers and describes characters in a story (traits, motivations, feelings)</li> <li>With guidance and support, explains how characters’ actions contribute to the sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>Infers and describes characters in a story (traits, motivations, feelings)</li> <li>With minimal support, explains how characters’ actions contribute to the sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>Infers and describes characters in a story (traits, motivations, feelings)</li> <li>Consistently and independently, explains how characters’ actions contribute to the sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>Teacher’s anecdotal notes/checklists from regular opportunities for students to discuss texts with partners, small groups and/or the whole class across all content areas</li> <li>Reading response journals</li> <li>Pre- and post-unit reading assessments</li> <li><i>Benchmark Assessment System (BAS)</i></li> </ul>

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<p>Demonstrates understanding of the central message, lesson, or moral of a story  <i>*For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year)</i></p>	<ul style="list-style-type: none"> <li>• Determines the central message, lesson, or moral of a story</li> <li>• With teacher guidance and support, explains how the message/lesson/ moral is conveyed through key details across the text</li> </ul>	<ul style="list-style-type: none"> <li>• Determines the central message, lesson, or moral of a story</li> <li>• With minimal support, explains how the message/lesson/ moral is conveyed through key details across the text</li> </ul>	<ul style="list-style-type: none"> <li>• Determines the central message, lesson, or moral of a story</li> <li>• With minimal support, explains how the message/lesson/ moral is conveyed through key details across the text</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s anecdotal notes/checklists from regular opportunities for students to discuss texts with partners, small groups and/or the whole class across all content areas</li> <li>• Reading response journals</li> <li>• Pre- and post-unit reading assessments</li> <li>• <i>Benchmark Assessment System (BAS)</i></li> </ul>
<p>Explains how the key details support the main idea of an informational text  <i>* For each reporting period, base your assessment on classroom texts utilized regularly in class <u>and</u> concepts and units taught in social studies and science (text complexity should increase throughout the year)</i></p>	<ul style="list-style-type: none"> <li>• With some support, determines the main idea of an informational text</li> <li>• With teacher guidance and support, explains how the key details from across an informational text support the main idea</li> </ul>	<ul style="list-style-type: none"> <li>• With minimal support or independently, determines the main idea of an informational text</li> <li>• With some support, explains how the key details from across an informational text support the main idea</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently and independently, determines the main idea of an informational text and explains how the key details from across the text support the main idea</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s anecdotal notes/checklists from regular opportunities for students to discuss texts with partners, small groups and/or the whole class across all content areas</li> <li>• Reading response journals</li> <li>• Pre- and post-unit reading assessments</li> <li>• <i>Benchmark Assessment System (BAS)</i></li> </ul>

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<p>Uses text features and search tools to locate key facts or information efficiently  <i>*For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year)</i></p>	<ul style="list-style-type: none"> <li>• Uses various texts features (e.g., subheadings, glossaries, electronic menus, icons) to locate key facts or information efficiently</li> <li>• With support, uses the organization of the text (e.g. comparison, cause/effect) to locate key facts or information efficiently</li> <li>• With support, uses search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently and independently, uses various texts features (e.g., subheadings, glossaries, electronic menus, icons) to locate key facts or information efficiently</li> <li>• With minimal support, uses the organization of the text (e.g. comparison, cause/effect) to locate key facts or information efficiently</li> <li>• With minimal support, uses search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently</li> </ul>	<p>Consistently and independently,</p> <ul style="list-style-type: none"> <li>• Uses various texts features (e.g., subheadings, glossaries, electronic menus, icons) to locate key facts or information efficiently</li> <li>• Uses the organization of the text (e.g. comparison, cause/effect) to locate key facts or information efficiently</li> <li>• Uses search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s anecdotal notes/checklists from regular opportunities for students to use text features and search tools to locate key facts and information efficiently across all content areas</li> <li>• Reading response journals</li> <li>• Pre- and post-unit reading assessments</li> <li>• Informal and formal responses to content area reading and research</li> <li>• <i>Benchmark Assessment System (BAS)</i></li> </ul>
<p>Refers explicitly to the text when asking and answering questions to demonstrate understanding  <i>*For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year)</i></p>	<ul style="list-style-type: none"> <li>• With some support, refers explicitly to the text when asking and answering questions to demonstrate understanding</li> <li>• With some support, uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (where, when, why, and how key events occur)</li> </ul>	<ul style="list-style-type: none"> <li>• With minimal support or independently, refers explicitly to the text when asking and answering questions to demonstrate understanding</li> <li>• With minimal support or independently, uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (where, when, why, and how key events occur)</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently and independently, refers explicitly to the text when asking and answering questions to demonstrate understanding</li> <li>• Consistently and independently, uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (where, when, why, and how key events occur)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s anecdotal notes/checklists from regular opportunities for students to discuss texts with partners, small groups and/or the whole class across all content areas</li> <li>• Reading response journals</li> <li>• Pre- and post-unit reading assessments</li> <li>• <i>Benchmark Assessment System (BAS)</i></li> </ul>

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<p>Compares and contrasts texts by the same author or about the same topic  <i>* For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year)</i></p>	<ul style="list-style-type: none"> <li>• With teacher guidance and support, compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters</li> <li>• With teacher guidance and support, compares and contrasts the most important points and key details presented in two texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>• With minimal support, compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters</li> <li>• With minimal support, compares and contrasts the most important points and key details presented in two texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently and independently, compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters</li> <li>• Consistently and independently, compares and contrasts the most important points and key details presented in two texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s anecdotal notes/checklists from regular opportunities for students to discuss texts with partners, small groups and/or the whole class across all content areas</li> <li>• Reading response journals</li> <li>• Pre- and post-unit reading assessments</li> <li>• <i>Benchmark Assessment System (BAS)</i></li> </ul>
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Report Card Standard	Meets Standard for December	Meets Standard for March	Meets Standard for June	Documentation/Assessment
<b>WRITING</b>				
<i>*For each reporting period, base your assessment on the genres and units taught</i>				
Develops ideas with focus and details based on text type/purpose	<ul style="list-style-type: none"> <li>With teacher support and guidance, produces writing that reflects a growing awareness of audience and purpose</li> <li>Consistently writes texts appropriate to the genre that include a central focus with supporting details</li> </ul>	<ul style="list-style-type: none"> <li>With teacher support and guidance, produces writing that reflects an awareness of audience and purpose and applies the characteristics and features of different genres accordingly</li> <li>Consistently writes texts appropriate to the genre that include a central focus with supporting details</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and independently produces writing that reflects an awareness of audience and purpose and applies the characteristics and features of different genres accordingly</li> <li>Consistently writes texts appropriate to the genre that include a central focus with supporting details</li> </ul>	<ul style="list-style-type: none"> <li>Student writing samples (Writing Workshop folders; interdisciplinary writing)</li> <li>Teacher's anecdotal notes/checklists</li> <li>Rubrics from <i>Units of Study in Opinion, Information, and Narrative Writing</i></li> </ul>
Organizes ideas appropriately	<ul style="list-style-type: none"> <li>Organizes and sequences ideas as appropriate to the genre or task (<i>See June</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Organizes and sequences ideas as appropriate to the genre or task (<i>See June</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Consistently organizes and sequences ideas as appropriate to the genre or task (e.g. story structure for narratives, rhythmic phrases for poetry, main ideas with supporting details for nonfiction)</li> </ul> <p><i>See MA ELA Curriculum Framework for specific details</i></p>	<ul style="list-style-type: none"> <li>Student writing samples (Writing Workshop folders; interdisciplinary writing)</li> <li>Teacher's anecdotal notes/checklists</li> <li>Rubrics from <i>Units of Study in Opinion, Information, and Narrative Writing</i></li> </ul>
Strengthens writing as needed by planning and revising  <i>*Written pieces should increase in length and/or complexity</i>	<ul style="list-style-type: none"> <li>With guidance and support from peers and adults, plans for writing (oral or written) as appropriate to the genre (<i>see "Organizes ideas appropriately"</i>)</li> <li>With guidance and support from peers and adults, rereads own writing and revises for increased clarity and expressiveness (adding or deleting details,</li> </ul>	<ul style="list-style-type: none"> <li>With guidance and support from peers and adults, plans for writing (oral or written) as appropriate to the genre (<i>see "Organizes ideas appropriately"</i>)</li> <li>With guidance and support from peers and adults, rereads own writing and revises for increased clarity and expressiveness (adding or deleting details, varying sentence structure, improving word choice)</li> </ul>	<ul style="list-style-type: none"> <li>With guidance and support from peers and adults, plans for writing (oral or written) as appropriate to the genre (<i>see "Organizes ideas appropriately"</i>)</li> <li>With guidance and support from peers and adults, rereads writing and revises for increased clarity or expressiveness</li> </ul>	<ul style="list-style-type: none"> <li>Student writing samples (Writing Workshop folders; interdisciplinary writing)</li> <li>Teacher's anecdotal notes/checklists</li> <li>Rubrics from <i>Units of Study in Opinion, Information, and Narrative Writing</i></li> </ul>

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<i>throughout the year.</i>	expanding sentence structure, improving word choice)			
Conducts short research projects that build knowledge and presents relevant information in one's own words	<ul style="list-style-type: none"> <li>• Conducts short research projects that build knowledge about a topic (responds to different topics)</li> <li>• With teacher support, builds skills to achieve end-of-year research standards (<i>see June</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Conducts short research projects that build knowledge about a topic (responds to different topics)</li> <li>• With minimal teacher support, builds skills to achieve end-of-year research standards (<i>see June</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Conducts short research projects that build knowledge about a topic</li> <li>• Locates and gathers information from print and digital sources</li> <li>• Takes brief notes on sources and sorts evidence into provided categories</li> <li>• Presents a topic or text with appropriate facts and relevant details</li> <li>• Creates visual displays when appropriate to emphasize or enhance certain facts or details</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom research projects across content areas (refer to format for citing sources on the Literacy Coach website)</li> <li>• “On-the-go” in-class research, such as answering questions generated through reading (e.g. an author's biography, background on a setting or time period); gathering information to support a particular point of view in an argument or debate; synthesizing information gained across multiple texts or resources on a topic being studied; clarifying, verifying or comparing facts on a topic</li> </ul>
Writes legibly by hand	<ul style="list-style-type: none"> <li>• For letters taught, forms cursive letters correctly (with regular size and shape) and joins letters appropriately</li> <li>• Consistently produces writing that is neat and easy to read (forms manuscript letters correctly and spaces words appropriately)</li> </ul>	<ul style="list-style-type: none"> <li>• Forms all upper- and lower-case cursive letters correctly (with regular size and shape) and joins letters appropriately             <ul style="list-style-type: none"> <li>• Consistently produces writing that is neat and easy to read (forms manuscript letters correctly and spaces words appropriately)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• With some support at times, writes legibly in cursive with appropriate spacing</li> <li>• Consistently produces writing that is neat and easy to read (forms manuscript letters correctly and spaces words appropriately)</li> </ul>	<ul style="list-style-type: none"> <li>• Student writing samples (Writing Workshop folders; interdisciplinary writing)</li> <li>• Teacher's anecdotal notes/checklists</li> </ul>

Report Card Standard	Meets Standard for December	Meets Standard for March	Meets Standard for June	Documentation/ Assessment
<b>LANGUAGE</b>				
<p>Uses a range of strategies to determine the meaning of unknown words</p>	<ul style="list-style-type: none"> <li>• Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level texts in a variety of genres, <i>using strategies that have been taught</i></li> <li>• Demonstrates understanding of word relationships and nuances <u>that have been taught or reviewed</u> (<i>See June</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level texts in a variety of genres, <i>using a variety of strategies that have been taught</i></li> <li>• Demonstrates understanding of word relationships and nuances <u>that have been taught or reviewed</u> (<i>See June</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level texts in a variety of genres, <i>flexibly using multiple strategies</i> (sentence-level context, known root words and affixes, use of beginning dictionaries and glossaries)</li> <li>• Demonstrates understanding of word relationships and nuances (e.g., simple similes and metaphors, common idioms and proverbs, synonyms/antonyms)</li> <li>• <i>See MA ELA Curriculum Framework for specific details</i></li> </ul>	<p>Large group, small group, and individual (student/teacher):</p> <ul style="list-style-type: none"> <li>• Literature-based discussions</li> <li>• Content-based discussions</li> <li>• Word study/vocabulary activities</li> </ul>
<p>Demonstrates command of the conventions of capitalization, punctuation, and spelling</p>	<p><i>In addition to applying those conventions taught in the previous grades:</i></p> <ul style="list-style-type: none"> <li>• In everyday writing, accurately uses and edits own writing for spelling and the correct use of conventions <i>taught</i></li> <li>• <i>See MA ELA Curriculum Framework for specific details</i></li> </ul>	<p><i>In addition to applying those conventions taught in the previous grades:</i></p> <ul style="list-style-type: none"> <li>• In everyday writing, accurately uses and edits own writing for spelling and the correct use of conventions <i>taught</i></li> <li>• <i>See MA ELA Curriculum Framework for specific details</i></li> </ul>	<p><i>In addition to applying those conventions taught in the previous grades:</i></p> <ul style="list-style-type: none"> <li>• In everyday writing, accurately uses and edits own writing for spelling and the correct use of conventions <i>taught</i></li> <li>• <i>See MA ELA Curriculum Framework for specific details</i></li> </ul>	<ul style="list-style-type: none"> <li>• Writing samples with rubrics</li> <li>• Everyday written work (Writing Workshop; interdisciplinary writing)</li> </ul>



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<p>Uses standard grammar and usage conventions when writing or speaking</p>	<p><i>In addition to applying those conventions taught in the previous grades:</i></p> <ul style="list-style-type: none"> <li>• Uses conventions of standard English grammar and usage <i>taught</i> (previous and current grade) in everyday writing and speaking, as well as published written pieces</li> <li>• <i>See MA ELA Curriculum Framework for specific details</i></li> </ul>	<p><i>In addition to applying those conventions taught in the previous grades:</i></p> <ul style="list-style-type: none"> <li>• Uses conventions of standard English grammar and usage <i>taught</i> (previous and current grade) in everyday writing and speaking, as well as published written pieces</li> <li>• <i>See MA ELA Curriculum Framework for specific details</i></li> </ul>	<ul style="list-style-type: none"> <li>• Consistently uses conventions of standard English grammar and usage <i>taught</i> (previous and current grade) in everyday writing and speaking, as well as published written pieces</li> <li>• <i>See MA ELA Curriculum Framework for specific details</i></li> </ul>	<ul style="list-style-type: none"> <li>• Student writing samples with rubrics</li> <li>• Everyday written work and discussions across all content areas</li> <li>• Oral presentations</li> </ul>
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