

Grade 3 Reading Proficiency Scale

I can read on-level text with fluency (accuracy, appropriate rate and expression) to support comprehension.

Reporting Category: RD 3.1.1

Exceeds Standard	4	A. I can read grade-level text accurately and fluently at a rate of 151 words-per-minute or above.
At Standard Proficient	3	A. I can read grade-level text accurately and fluently at a rate between 125 and 150 words-per-minute.
Approaching Standard	2	A. I can read grade-level text accurately and fluently at a rate between 90 and 124 words-per-minute.
Not at Standard	1	A. I can read grade-level text at a rate of 89 words-per-minute or below.

Grade 3 Reading Proficiency Scale

I can demonstrate comprehension through oral/written responses.

Reporting Category: RD 3.1.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can demonstrate comprehension by responding to a written prompt about a reading selection.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall specific vocabulary including: <i>restate, explain, evidence, cite, convey, details</i></p> <p>A. I can perform basic processes such as:</p> <ol style="list-style-type: none"> 1. Restate the question as a topic sentence. <ul style="list-style-type: none"> - remove question words - restate important /key words from the question 2. Answer the question on topic. <ul style="list-style-type: none"> - "add in" a correct answer to the question/prompt 3. Provide details from the text to support my answer. <ul style="list-style-type: none"> - provide accurate details from the text. 4. Explain how the evidence supports the answer.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Reading Proficiency Scale

I can determine the meaning of words and phrases as they are used in grade level text.

Reporting Category: RD 3.1.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can determine the meaning of a word or phrase using context clues (for example: multiple meaning words, domain-specific vocabulary, affixes, roots, shades of meaning, and antonyms).</p> <p>B. I can distinguish the literal and nonliteral meanings of words and phrases in context.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall specific vocabulary including: <i>antonym, prefix, suffix, root, synonym, glossary, dictionary, definition</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Identifying synonyms or comparison clues to the meaning of a word or phrase. - Identifying antonyms or contrast clues to the meaning of a word or phrase. - Identify definitions of a word or phrase in context. - Identify examples of descriptions of an unknown word or phrase in context. - Use reference materials to determine meaning. - Describe what else is happening or what other ideas are important in the sentence. - Identify common affixes and roots of a word. - Annotate parts of a word that contain familiar roots or words. <p>B. I can recognize or recall specific vocabulary including: <i>literal, nonliteral, shades of meaning, figurative</i></p> <p>B. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Describe the figurative (literal /non-literal) meaning of a word or phrase. - Describe words that are related to each other on a continuum showing various shades of meaning. - Describe the difference between figurative and literal meanings. - State that idioms do not literally mean what they say. - Identify idioms in context and describe the context in which it's being used. - Annotate a text for clues about the meaning of an idiom.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Reading Proficiency Scale

I can determine the main idea and key details of an informational text.

Reporting Category: RD 3.2.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can identify supporting details to determine the main idea and explain how they support the main idea.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall specific vocabulary including: <i>main idea, supporting, central idea, examples, paragraph, details, reasons, evidence, topic</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Identify the main topic of a nonfiction text by examining text features and looking for repeated key words. - Make a list of important details that relate to the topic of a text. - Explain how the details relate to the main idea.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Reading Proficiency Scale

I can use text evidence to make inferences and draw conclusions in an informational text.

Reporting Category: RD 3.2.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can use background knowledge and evidence from the text to make an inference.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize and recall specific vocabulary including: <i>background knowledge, evidence, infer, schema, conclusion</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Connect prior knowledge to the text. - Provide evidence that supports an inference. - Ask and answer basic questions throughout the text. - Understand that an inference is something we know buy the author doesn't tell us. - Understand that the author gives us clues that we use to make an inference. - Be able to find clues that can be used to make an inference. - Be able to come up with an inference from given clues in a text.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Reading Proficiency Scale

I can explain how a series of events, concepts or steps are connected within an informational text (sequencing and cause and effect).

Reporting Category: RD 3.2.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>I can explain how events or concepts are connected within a text:</p> <p>A. I can describe the characteristics of and recognize and recall specific vocabulary in a text written sequentially. (BK113)</p> <p>B. I can describe the characteristics of and recognize and recall specific vocabulary in a text that includes cause and effect relationships. (BC311)</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize and recall specific vocabulary including: <i>sequence, steps, events, concepts, text structure</i></p> <p>A. I can perform basic processes such as: - List words or phrases that indicate sequential relationships within a text (such as first, next, then, last, finally) - Describe sequential relationships within a text.</p> <p>B. I can recognize and recall specific vocabulary including: <i>concepts, text structure, effect, cause</i></p> <p>B. I can perform basic processes such as: - List words or phrases that indicate cause and effect relationships within a text (such as because, cause, due to) - Describe cause and effect relationships within a text.</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Reading Proficiency Scale

I can explain the point of view of the author in an informational text.

Reporting Category: RD 3.2.4

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>I can explain the point of view of the author in an informational text:</p> <p>A. I can determine if a text is told from 1st or 3rd person point of view.</p> <p>B. I can identify the narrator or speaker of the text.</p> <p>C. I can explain the narrator or speaker's purpose for sharing this information.</p> <p>D. I can determine the author's viewpoint / perspective on the topic.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall specific vocabulary including: <i>first person, third person, point of view</i></p> <p>A. I can perform basic processes such as: - Identify pronouns that indicate 1st person (I, me, my mine, we, us). - Identify pronouns that indicate 3rd person (he, she, they, them).</p> <p>B. I can recognize or recall specific vocabulary including: <i>narrator, speaker</i></p> <p>B. I can perform basic processes such as: - Identify the narrator or speaker of the text.</p> <p>C. I can recognize or recall specific vocabulary including: <i>convince, describe, fact, opinion, persuade, purpose</i></p> <p>C. I can perform basic processes such as: - Recognize that speakers / narrators write to describe, explain or persuade. - State that the purpose of a nonfiction text is usually to describe, explain, or persuade. - Identify kinds of information an author might include when informing a reader about at topic. (for example, the author will likely include facts, examples, and illustrations of the topic) - Identify kinds of information an author might include when trying to persuade a reader. (for example, the author will likely use evidence and reasons to explain why an opinion is correct)</p> <p>D. I can recognize or recall specific vocabulary including: <i>emotion, feelings, mood, perspective, supports points, viewpoint</i></p> <p>D. I can perform basic processes such as: - Identify the author's perspective. - Identify and explain how the author supports their point. - Identify the author's main point.</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Reading Proficiency Scale

I can use information gained from text features to demonstrate understanding of an informational text.

Reporting Category: RD 3.2.5

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>I can identify and explain how text features and graphic representations contribute to a text:</p> <p>A. I can use text features to locate information. (BC212)</p> <p>B. I can use information from illustrations, maps, photographs...to understand. (BC313)</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-B. I can recognize or recall specific vocabulary including: <i>bold text, caption, chapter, chart, glossary, genre, heading, illustration, index, map, navigate, nonfictional, sidebar, skim, table of contents, text features, title, footnote, maps, photographs</i></p> <p>A-B. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - List types of text features used in nonfiction texts. - Describe the purpose of a specific type of text feature. - Identify the text features on the page. - Describe the information provided from the text feature(s).
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Reading Proficiency Scale

I can compare and contrast two informational texts on the same topic.

Reporting Category: RD 3.2.6

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can compare the main ideas of two texts on the same topic.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize and recall specific vocabulary including: <i>author, compare, detail, different, fact, learn, main topic, opinion, purpose, similar, Venn diagram</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Identify the main topic of two texts. - Identify or list facts about the main topic from two texts. - Identify specific opinions about the main topic in two texts. - Describe what the authors want readers to learn in two texts. - Explain how to use a Venn diagram to organize details from two texts. - Explain what specific details from a text communicate about a topic. - Use text features to predict what the main topic of a section or text might be. - Annotate examples or descriptions of an idea or process. - Make a list of important details that relate to the topic of a text. - Explain what is the same in both texts. - Explain what is different in both texts. - Compare using a graphic organizer.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

3rd Grade Reading Proficiency Scale for 2022-2023

I can determine and explain the central message, lesson or moral in a fictional text.

Reporting Category: RD 3.3.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can infer the theme/central message/moral and explain how it is supported through the text.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall specific vocabulary including: <i>character, problem, solution, message, lesson, moral, theme, detail</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Know that a theme is a message or lesson conveyed by a text - State that a theme can be applied to different stories and real life. - Identify the main problem in the text. - Describe how a character or speaker reacts to a problem. - Explain how a character changes over the course of the text. - Describe a concept or idea that appears throughout the text. - Make inferences from situational story clues that may support a theme. - Identify events that support a theme. - Suggest a theme word or phrase after reading clues that support it.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Reading Proficiency Scale

I can use text evidence and illustrations to make inferences and draw conclusions in a fictional text.

Reporting Category: RD 3.3.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can use background knowledge and evidence from the text to make an inference.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize and recall specific vocabulary including: <i>background knowledge, evidence, infer, schema, conclusion</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Connect prior knowledge to the text. - Provide evidence that supports an inference. - Ask and answer basic questions throughout the text (who, what, where, when, why, how). - Ask and answer basic questions throughout the text. - Understand that an inference is something we know but the author doesn't tell us. - Understand that the author gives us clues that we use to make an inference. - Locate clues that can be used to make an inference. - Make an inference from given clues in a text.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Reading Proficiency Scale

I can describe characters in a story and explain how their actions contribute to the sequence of events in a fictional text.

Reporting Category: RD 3.3.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can describe a character and explain how they respond to a major event in a narrative text.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize and recall specific vocabulary including: <i>challenge, character, conflict, description, dialogue, event, respond, trait, action, feelings, thoughts, internal, external</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Identify the characters in a text. - Identify character feelings. - Identify the conflict the character faces. - Identify the events in the story. - Identify how a character responds (thoughts, feelings, actions) to major events in a story. - Identify how a character changes throughout a story. - Identify the traits of a character. - Identify the thoughts of a character. - Determine the difference between feelings and traits. - Use character's thoughts, feelings and actions to infer a trait.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Reading Proficiency Scale

I can compare and contrast characters, themes, settings and plots in a fictional text.

Reporting Category: RD 3.3.4

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can compare and contrast characters, themes, settings and plots of stories written by the same author with similar characters.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall specific vocabulary including: <i>character, compare, different, conflict, plot, setting, event, main character, problem, solution, Venn diagram</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - List narrative elements (character, setting, events) - Identify main characters in the two texts. - Identify the settings in the two texts. - Identify the main problems or conflicts in two texts. - Identify how the characters solve the problems or conflicts in the two texts. - Use a Venn diagram to organize details from the texts. - Identify the theme(s) in two texts.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Reading Proficiency Scale

I can explain the point of view of the author in a fictional text.

Reporting Category: RD 3.3.5

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can explain the point of view from which a story is narrated.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall specific vocabulary including: <i>author, character, first person, narrator, point of view, pronoun, speaker, third person</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Describe the difference between first- and third-person points of view. - Explain which pronouns are commonly used with first- and third-person points of view. - Circle pronouns in the text. - Identify which pronouns are used with particular characters in a text. - State that a narrator may or may not be a character in the text. - Explain how different points of view influence what a reader knows about a story. - State that point of view is how a person sees the world or a perspective on a specific topic. - State that dialogue is what a character says or things and can be identified by looking for quotation marks and dialogue tags (such as <i>he said...</i>). - Identify dialogue or thoughts that are stated by a specific character. - Describe what a specific section of dialogue tells a reader about a character's point of view.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.