

Observable Behaviors of 3rd Grade ELA Reporting Standards

Standards	Beginning (1)	Progressing (2)	Proficient (3)	Exceptional (4)
	Unable to perform the skill even with support.	Partially, inconsistently or with support is able to perform the skill.	Independently able to perform the skill.	In addition to being proficient, student also independently uses complex thinking that extends an in-depth understanding, analysis and application of the skill.
Reads and Comprehends Grade Level Text				
Reads and understands grade level texts RL/RI 3.10	<p>Behavior: Struggles to understand grade-level texts even with significant support. The student requires frequent assistance to identify main ideas, details, or meanings in the text. Student's instructional text level range is in the warning stage based on district guidelines.</p> <p>Example: The student is unable to summarize the story's key events even after being prompted and shown how to find the important parts in a text.</p>	<p>Behavior: Can identify basic elements of the text (such as main idea or details) with support, but often requires guidance or prompts to fully understand or explain the text. Inconsistent performance in independently grasping key concepts. Student's instructional text level range is below grade level expectations based on district guidelines.</p> <p>Example: The student can identify the main idea with help, but may struggle to explain the relationship between characters or events without guidance, needing prompts to connect ideas in the story.</p>	<p>Behavior: Independently reads and understands grade-level texts, accurately identifying the main ideas and details, and can make reasonable inferences. The student can summarize the text and explain its key points without assistance. Student's instructional text level range meets grade level based on district guidelines.</p> <p>Example: The student can read a grade-level text and accurately describe the main events or details, summarize the text clearly, and make relevant inferences about characters' motivations or the author's purpose.</p>	<p>Behavior: Independently reads and thoroughly understands grade-level texts, demonstrating a deeper comprehension through analysis, reflection, and connections to other texts or ideas. The student can evaluate and extend the meaning of the text, offering insights that show a deep understanding. Student's instructional text level range exceeds grade level expectations based on district guidelines.</p> <p>Example: The student reads a text, summarizes the main points, and goes beyond basic understanding by comparing the text to another book, identifying themes, and explaining how different characters' actions contribute to the central message. The student might also connect ideas from the text to real-world applications or other subject areas.</p>
Reads with fluency on grade level texts RF 3.4a	<p>Behavior: Struggles to read grade-level texts with fluency, requiring significant support with decoding words, recognizing sight words, and maintaining an appropriate pace. The reading is slow, disjointed, and often involves frequent pauses or errors.</p> <p>Example: The student struggles to read a short text aloud, frequently stopping to sound out words, often skipping words, and needing adult assistance to move through the text.</p>	<p>Behavior: Can read grade-level texts with some fluency, but requires occasional support to maintain proper pacing, recognize irregularly spelled words, or self-correct errors. Reading may be somewhat choppy, with occasional pauses or mispronunciations, though meaning is generally conveyed.</p> <p>Example: The student reads a grade-level text aloud with occasional pauses to decode unfamiliar words but can maintain the flow of reading with minimal support, correcting most errors independently.</p>	<p>Behavior: Independently reads grade-level texts fluently, with appropriate pacing, accuracy, and expression. The student recognizes most grade-level words automatically and can decode unfamiliar words with ease, demonstrating good understanding of the text while reading.</p> <p>Example: The student reads a text aloud with clear expression, correct pacing, and minimal errors, demonstrating comprehension of the text without needing help.</p>	<p>Behavior: Reads grade-level texts fluently and with ease, showing a high level of expression, phrasing, and comprehension. The student reads with natural rhythm and expression, adjusting tone and emphasis to match the meaning of the text. In addition, the student can discuss the text's meaning and its structure, showing an ability to analyze and interpret the text beyond basic fluency.</p> <p>Example: The student reads a text with fluent expression, adjusting their tone for characters or dialogue, and then explains how the author's use of punctuation or structure adds to the meaning or mood of the story.</p>

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Reads with accuracy on grade level texts RF 3.4	<p>Behavior: Struggles to read grade-level texts with accuracy, frequently making errors in word recognition, pronunciation, and meaning. The student requires significant support to decode and correct mistakes.</p> <p>Example: The student mispronounces several words in a text, often skipping words or reading them incorrectly (e.g., reading "apple" as "ape"), and needs constant assistance to self-correct.</p>	<p>Behavior: Can read grade-level texts with some accuracy but often makes errors that require support to fix. The student is able to recognize and correct many of these errors with guidance, but occasional mispronunciations or mistakes may still occur.</p> <p>Example: The student reads a text with relatively few errors but mispronounces or skips a few words. When prompted, they are able to self-correct most of these mistakes independently.</p>	<p>Behavior: Independently reads grade-level texts with accuracy, correctly recognizing and pronouncing most words, with minimal errors. The student demonstrates strong word recognition skills and can correct any mistakes independently without external assistance.</p> <p>Example: The student reads a grade-level text aloud with little to no errors, pronouncing most words correctly and swiftly correcting any misread words or phrases on their own.</p>	<p>Behavior: Reads grade-level texts with exceptional accuracy and ease, demonstrating a high level of fluency and attention to detail. The student consistently reads with correct pronunciation, self-corrects mistakes effortlessly, and may even notice and address subtle irregularities in the text. Additionally, the student shows an ability to apply understanding of phonetic patterns and word structures to new, unfamiliar words.</p> <p>Example: The student reads a text aloud flawlessly, smoothly and accurately pronouncing all words. When encountering a difficult word, the student independently applies phonetic knowledge (e.g., breaking the word into syllables) and self-corrects any minor mistakes, while also understanding the word in context.</p>

Key Ideas and Details in Literature

At instructional level, asks and answer questions to demonstrate understanding of key details in a story referencing the text explicitly. RL 3.1	<p>Behavior: Struggles to ask or answer questions about key details in a story, even with support. The student may give vague or off-topic responses, and often requires repeated guidance to reference specific details from the text.</p> <p>Example: When asked about a character's motivation in a story, the student cannot provide a specific answer and instead gives a general response like "the character is nice," without referencing the text for support.</p>	<p>Behavior: Can ask or answer questions about key details in a story with some support, but responses may be incomplete, inconsistent, or lack direct reference to the text. The student may need prompting to provide specific details from the story.</p> <p>Example: When asked about the setting of a story, the student answers, "It takes place somewhere," but is prompted to look back at the text and then provides a more specific response, such as "The story takes place in a small town."</p>	<p>Behavior: Independently asks and answers questions about key details in a story, providing clear, accurate responses that reference the text explicitly. The student is able to identify specific details and explain their relevance to the story.</p> <p>Example: When asked what caused the conflict in a story, the student answers, "The conflict started when the character lost his job because the author mentions in the text, 'he had to find a new way to make money.'" The student can accurately locate it in the text.</p>	<p>Behavior: Independently asks and answers questions about key details in a story, demonstrating a deep understanding of the text by not only providing accurate responses but also analyzing or interpreting those details in a meaningful way. The student draws on specific text references to support their answers and may extend or elaborate on ideas.</p> <p>Example: When asked about the main theme of a story, the student answers, "The main theme is about overcoming challenges, as shown when the character faces difficulties at work. The author uses phrases like 'he didn't give up' to show how determination was key." Additionally, the student may make connections between the text and real-life situations, explaining how the theme could relate to their own experiences.</p>
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At instructional level, make inferences about character's feelings, motivation, traits with text evidence. RL 3.3	<p>Behavior: Struggles to make inferences about a character's feelings, motivations, or traits, even with significant support. Responses may be vague or disconnected from the text, showing little understanding of the character's inner life or actions.</p> <p>Example: When asked about how a character feels after an event, the student responds, "The character feels happy," without offering any explanation or text evidence to support the inference, and struggles to find any supporting details from the story.</p>	<p>Behavior: Can make basic inferences about a character's feelings, motivations, or traits, but often requires guidance to link the inference to specific text evidence. The student may make simple connections, but the reasoning may be incomplete or inconsistent.</p> <p>Example: The student infers that a character is sad after a negative event, saying, "The character was upset because he didn't win the race," but needs prompting to point to the text evidence that shows the character's reaction (e.g., "He slumped his shoulders and looked down").</p>	<p>Behavior: Independently makes clear and accurate inferences about a character's feelings, motivations, or traits, and consistently supports these inferences with specific text evidence. The student shows a strong understanding of how the character's actions and words reflect deeper emotions and motivations.</p> <p>Example: When asked about why a character is upset, the student responds, "The character is frustrated because he didn't get the promotion. In the text, it says, 'He clenched his fists and walked away without saying a word,' which shows he's angry about it." The student explains their inference clearly and uses text evidence to support the response.</p>	<p>Behavior: Independently makes nuanced inferences about a character's feelings, motivations, or traits, demonstrating deep understanding by analyzing the character's actions, dialogue, and internal thoughts. The student connects multiple pieces of text evidence to offer a detailed, thoughtful explanation that may extend to a broader theme or interpretation of the character.</p> <p>Example: When asked about a character's motivations, the student explains, "The character is struggling with self-doubt. When he failed the test, he thought, 'I'll never be good enough.' Later in the story, he decides to try harder, which shows he's determined to improve. This shows he is motivated by a desire to prove himself, even though he feels insecure. The author shows this through the character's actions and inner thoughts." The student provides multiple pieces of text evidence and reflects on the character's development across the story.</p>
At instructional level, compare and contrast the themes, author's message, settings, characters, and plots across multiple texts RL 3.9	<p>Behavior: Struggles to compare and contrast key elements (themes, author's message, settings, characters, plots) across multiple texts, even with significant support. Responses may be disconnected or overly general, with little or no direct reference to the texts.</p> <p>Example: When asked how the characters in two stories are similar or different, the student responds, "The characters are both nice," without explaining which characters are being compared or providing specific details from the stories to support their answer.</p>	<p>Behavior: Can compare and contrast some elements (such as characters, settings, or plots) across two texts with partial support. The student may identify basic similarities or differences, but may need guidance to reference specific details from the texts or to make more complex connections.</p> <p>Example: The student recognizes that the settings in two stories are different but needs prompting to explain why: "The first story happens in a city, and the second one happens in the countryside, but I don't know why that matters." The student can identify simple differences but struggles to explain their significance.</p>	<p>Behavior: Independently compares and contrasts key elements (themes, characters, settings, author's message, or plots) across two or more texts, providing clear and accurate explanations with specific evidence from the texts. The student demonstrates a strong understanding of how the texts relate to each other and can explain the similarities and differences thoughtfully.</p> <p>Example: The student compares the themes of two stories, saying, "Both stories are about friendship, but in one story, the friendship is tested by a disagreement, while in the other, the characters help each other solve a problem. In the first text, the characters argue over a toy, but in the second, they work together to fix a problem at school." The student clearly uses evidence from the texts to explain the comparison.</p>	<p>Behavior: Independently compares and contrasts key elements across multiple texts, using in-depth analysis to draw sophisticated connections and insights. The student provides detailed explanations, explores the significance of the comparisons, and may even connect themes, characters, or messages to broader real-world contexts or other texts.</p> <p>Example: The student compares the themes of perseverance in two stories, explaining, "In both stories, the characters face challenges, but they approach them differently. In one, the character perseveres by staying calm and finding a solution, while in the other, the character keeps trying even after failing many times. This shows that perseverance can look different depending on the situation. The author's message in both texts is that you shouldn't give up, even when things are tough." The student elaborates on how each story's approach to perseverance differs and what these differences mean, using text evidence to support the analysis and making connections to personal experiences or other texts.</p>

Craft and Structure in Literature

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<p>At instructional level, analyze and use text features of informational text RI 3.5</p>	<p>Behavior: Struggles to identify or use text features (such as headings, subheadings, captions, diagrams, or glossaries) in informational texts, even with significant support. The student has difficulty explaining how text features help in understanding the content.</p> <p>Example: When asked how the heading of a section helps, the student says, "I don't know," and does not recognize how it organizes the text. The student is unable to use any diagrams or captions to support understanding of the topic.</p>	<p>Behavior: Can identify some text features and partially understands their purpose, but may need guidance to explain how these features contribute to understanding the text. The student may use some text features with support, but not always effectively.</p> <p>Example: The student can identify the heading in an informational text but may need help explaining its purpose. For example, when asked about a diagram, the student says, "The diagram shows pictures," but requires prompting to understand that the diagram helps explain the text's information more clearly.</p>	<p>Behavior: Independently identifies and uses text features (such as headings, subheadings, captions, diagrams, and glossaries) to enhance understanding of informational texts. The student can explain how each feature supports the comprehension of the text and uses them effectively to gather and organize information.</p> <p>Example: The student reads an informational text and uses the heading to predict the topic of the section. They also refer to the diagram and caption to clarify details in the text, saying, "The diagram shows how the plant grows, and the caption explains the stages in the growth process."</p>	<p>Behavior: Independently analyzes and uses text features in an insightful and thoughtful way, going beyond simple identification. The student not only uses the features effectively to enhance understanding but also explains their significance in a deeper context, connecting text features to the overall structure, purpose, and meaning of the text.</p> <p>Example: The student reads an informational article and says, "The heading introduces the topic, but the subheadings give more details about each specific part of the process. The diagram shows the steps visually, and the caption helps me understand the relationship between the different parts of the process. Without the diagram and the captions, the information would be harder to follow, especially the complicated parts like how the energy flows in the ecosystem." The student connects how the features work together to deepen understanding of the text as a whole.</p>
<p>At instructional level, distinguish personal point of view from that of the author of an informational text RI 3.6</p>	<p>Behavior: Struggles to distinguish between personal point of view and the author's perspective, even with significant support. The student may confuse their own opinions with the author's or is unable to identify the author's point of view in the text.</p> <p>Example: When reading an article about animal habitats, the student says, "I think all animals should live in zoos," but does not recognize that the author of the text is discussing the importance of preserving animals in the wild and not offering an opinion on zoos.</p>	<p>Behavior: Can identify their own point of view and the author's perspective with some support, but the distinction may not always be clear or consistent. The student may need guidance to recognize when the author is presenting facts versus personal opinions.</p> <p>Example: The student says, "I think the author is telling us that zoos are bad," but requires prompting to explain that the author is actually providing factual information about animal habitats and not expressing a personal opinion. With support, the student can begin to identify when the author's perspective is based on facts or research rather than personal opinion.</p>	<p>Behavior: Independently distinguishes between their own point of view and the author's point of view in informational texts. The student can identify whether the author is presenting facts, opinions, or a specific perspective, and can explain how the author's viewpoint is different from their own.</p> <p>Example: After reading an article about endangered species, the student explains, "I think we should focus on saving all animals, but the author is focusing on saving specific species because they are the most at risk. The author gives facts about how some animals are in danger, but doesn't tell us what to think about it."</p>	<p>Behavior: Independently distinguishes and analyzes their own point of view and the author's perspective with deep insight, recognizing how the author's point of view influences the presentation of facts and ideas. The student may also reflect on how their own perspective affects their interpretation of the text and can explain the implications of the author's viewpoint.</p> <p>Example: The student reads an article about climate change and says, "I believe that we should all act immediately to save the planet, but the author is presenting scientific data to show the long-term effects of climate change, which suggests we need a gradual approach. The author provides evidence from research, which influences how we understand the urgency of the issue. My own view is based more on emotion, while the author's view is based on data and research." The student shows an ability to analyze both perspectives and reflect on the differences in a sophisticated way.</p>

Key Ideas and Details & Integration of Knowledge in Informational Text

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<p>At instructional level, ask and answer questions to demonstrates understanding of key details RI 3.1/RI 3.2</p>	<p>Behavior: Struggles to ask or answer questions about key details in informational texts, even with support. Responses may be vague, off-topic, or lack specific reference to the text. The student requires significant guidance to identify or explain key details.</p> <p>Example: When asked, "What is the main idea of the article?" the student responds, "It's about animals," without providing specific details from the text. When prompted, the student still struggles to identify the main idea and requires additional explanation to connect the answer to the text.</p>	<p>Behavior: Can ask and answer simple questions about key details in informational texts, but responses may be inconsistent or lack full detail. The student may need support to clarify or provide specific evidence from the text to back up their answers.</p> <p>Example: When asked about the purpose of the diagram in a text, the student answers, "It helps explain something," but requires prompting to further explain, "The diagram shows how plants grow, which helps me understand the process." The student recognizes the text feature but needs assistance making a more specific connection.</p>	<p>Behavior: Independently asks and answers questions about key details in informational texts, providing clear, specific responses that reference the text. The student can identify and explain key ideas, details, and text features independently, supporting their answers with evidence from the text.</p> <p>Example: When asked, "What is the main idea of the article about bees?" the student responds, "The main idea is that bees are important for pollination. The article explains how they help flowers grow and produce food," and references specific sentences in the text to support the response.</p>	<p>Behavior: Independently asks insightful questions and answers them with a deep understanding of key details in informational texts. The student can explain not only the information presented in the text but also analyze the significance of these details, making connections and drawing conclusions.</p> <p>Example: After reading an article about recycling, the student asks, "Why is recycling so important?" and answers, "Recycling helps reduce waste, save energy, and conserve resources. The author uses examples of how recycling plastic and paper reduces pollution, and it also helps save trees by reusing materials." The student connects the details to larger concepts, showing understanding beyond the text's basic information.</p>
<p>At instructional level, compare and contrast the most important points and key details presented in two informational texts RI 3.9</p>	<p>Behavior: Struggles to compare and contrast key points and details in two informational texts, even with significant support. Responses may be vague or off-topic, and the student is unable to identify the main points or details in both texts.</p> <p>Example: When asked to compare two articles about the weather, the student says, "They both talk about the weather," but cannot identify specific points or details from either text. The student needs additional support to focus on comparing the content of the texts.</p>	<p>Behavior: Can identify some similarities or differences between the key points or details in two informational texts, but the comparison may be incomplete or imprecise. The student may need guidance to explain how the details from the two texts relate to each other or to identify the most important points.</p> <p>Example: When asked to compare two texts on the topic of animals, the student says, "One text talks about how animals live, and the other talks about how they eat," but struggles to connect how these details are related or why they are important. The student requires support to expand on the comparison and provide more details.</p>	<p>Behavior: Independently compares and contrasts the most important points and key details in two informational texts. The student can clearly identify and explain similarities and differences, providing specific examples and evidence from both texts to support their comparisons.</p> <p>Example: After reading two articles on different types of ecosystems, the student says, "Both texts talk about how plants and animals interact in an ecosystem, but the forest ecosystem has trees and animals like deer, while the ocean ecosystem has fish and coral reefs. The first text explains how trees give oxygen, and the second talks about how coral reefs provide shelter for fish." The student uses specific examples from both texts to explain the comparison.</p>	<p>Behavior: Independently compares and contrasts the key points and details in two informational texts with deep insight. The student goes beyond basic comparisons to analyze how the texts present their information differently, considering factors like purpose, perspective, or tone. The student draws complex connections and may relate the texts to broader ideas or real-world contexts.</p> <p>Example: After reading two articles about renewable energy, the student explains, "Both articles discuss how solar power helps reduce reliance on fossil fuels, but the first article focuses on how solar panels work, while the second one explains the environmental benefits. The first article is more technical, while the second discusses the broader impact on climate change. The authors' purposes are different, with one focused on explaining technology and the other on encouraging action. The articles both emphasize the importance of renewable energy, but the second one also mentions the economic benefits of using solar power." The student shows a deep understanding of how each text presents the same topic with different focuses and perspectives.</p>
<p>Craft and Structure in Informational Text</p>				

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<p>At instructional level, analyze and use text features of informational text RI 3.5</p>	<p>Behavior: Struggles to identify or use text features (such as headings, subheadings, captions, diagrams, charts, or glossaries) in informational texts, even with significant support. The student may not understand how these features contribute to the comprehension of the text.</p> <p>Example: When asked to explain the purpose of a diagram in a text, the student responds, "It's just a picture," and does not make a connection to the information in the text. The student needs frequent prompting to identify the text features and may not use them to enhance understanding of the material.</p>	<p>Behavior: Can identify and use some text features with partial support, but may struggle to explain how they help understand the text. The student may inconsistently apply these features or need guidance in connecting them to the key ideas of the text.</p> <p>Example: The student recognizes the heading of a section but needs support to explain its purpose, saying, "The heading tells what the section is about, but I'm not sure how it helps." When asked about a diagram, the student notes that it "shows something" but needs prompting to explain how the diagram helps to understand the content of the text.</p>	<p>Behavior: Independently identifies and uses text features (such as headings, subheadings, diagrams, captions, and glossaries) to support comprehension of informational texts. The student can clearly explain how each feature contributes to understanding the content and can use them to organize information.</p> <p>Example: The student reads an informational article and explains, "The heading tells me the main topic of this section, and the diagram shows how the water cycle works. The captions under the diagram explain each step in the process, so I can understand how water moves through the cycle." The student independently uses the text features to enhance their understanding of the material.</p>	<p>Behavior: Independently analyzes and uses text features in a thoughtful and insightful way, demonstrating a deep understanding of their role in enhancing comprehension. The student can explain not only how the features support understanding, but also analyze their significance and how they relate to the overall text structure.</p> <p>Example: After reading an article about the human body, the student says, "The headings help break the text into smaller sections, and the glossary explains the scientific terms that I might not know. The diagram of the circulatory system shows how blood flows, and the caption gives extra information about how oxygen is carried through the body. The features all work together to help me understand the material better. Without the diagram, I wouldn't be able to picture how the heart pumps blood." The student connects multiple text features to improve their understanding and articulates the significance of each feature in relation to the overall text.</p>
<p>At instructional level, distinguish personal point of view from that of the author of an informational text RI 3.6</p>	<p>Behavior: Struggles to recognize or distinguish between their own point of view and the author's perspective, even with significant support. The student may confuse personal opinions with the author's viewpoint or fail to identify when the author is expressing an opinion versus presenting facts.</p> <p>Example: After reading an article about protecting endangered species, the student says, "I think we should save all the animals," but does not recognize that the author is discussing endangered species based on facts, not expressing an opinion. The student does not explain the difference between their view and the author's perspective.</p>	<p>Behavior: Can identify some differences between their own point of view and the author's perspective with partial support, but the distinctions may not always be clear or fully explained. The student may need guidance to recognize when the author is presenting information versus an opinion or perspective.</p> <p>Example: After reading an article about the benefits of recycling, the student says, "I think we should recycle everything, but the author says it helps the Earth," and with some prompting, the student explains, "The author is giving facts about recycling, but I think it's more important to recycle everything, even if the article doesn't mention it." The student can distinguish the personal opinion but struggles to fully explain the author's message.</p>	<p>Behavior: Independently distinguishes between their own point of view and the author's perspective in informational texts. The student can clearly identify whether the author is presenting facts, opinions, or a specific perspective, and can explain how the author's viewpoint differs from their own.</p> <p>Example: After reading an article on the importance of trees, the student says, "I believe all cities should have more parks, but the author is explaining that trees are important for the environment. The author talks about how trees help clean the air and support wildlife, which is based on facts, not opinions." The student can clearly articulate the author's factual presentation versus their own opinion.</p>	<p>Behavior: Independently analyzes and distinguishes between their own point of view and the author's perspective with deep insight. The student explains not only the difference between the two viewpoints but also reflects on how the author's perspective influences the presentation of information, making connections to broader contexts or real-world implications.</p> <p>Example: After reading an article about climate change, the student says, "I think we should focus on stopping all pollution right now, but the author is showing how climate change is a long-term issue that requires gradual changes. The author presents scientific data and facts to explain how rising temperatures impact the Earth, while my view is based more on the urgency to act immediately. The author's perspective makes me understand that solving climate change may require more than just stopping pollution—it involves addressing many factors over time." The student demonstrates a sophisticated understanding of how the author's point of view differs from their own, and analyzes the broader context of the author's message.</p>

Foundational Skills

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	Unable to perform the skill even with support.	Partially, inconsistently or with support is able to perform the skill.	Independently able to perform the skill.	In addition to being proficient, student also independently uses complex thinking that extends an in-depth understanding, analysis and application of the skill.
Demonstrates and applies grade-level word study knowledge L 3.2	<p>Behavior: Struggles to apply grade-level word study knowledge, even with significant support. The student has difficulty understanding and using word patterns, such as prefixes, suffixes, or root words, and may not recognize or apply spelling or meaning rules in writing or reading.</p> <p>Example: When asked to identify a word with the suffix "-ful," the student is unable to come up with an example without significant prompting. The student may confuse words like "care" and "careful" or misapply rules for adding suffixes, spelling words incorrectly, and not understanding their meaning in context.</p>	<p>Behavior: Demonstrates some understanding of grade-level word study knowledge, but with inconsistencies. The student can identify and use some word patterns, prefixes, suffixes, and root words with partial support, but may struggle to apply these rules consistently.</p> <p>Example: When asked to identify a word with the suffix "-ful," the student provides the word "helpful" but might still confuse other words, such as "help" and "helps." The student needs occasional reminders about word patterns or may misapply them in new contexts, like using "playful" correctly but making mistakes with "helpful."</p>	<p>Behavior: Independently applies grade-level word study knowledge to recognize and use word patterns, such as prefixes, suffixes, root words, and spelling patterns, both in reading and writing. The student is able to correctly identify and apply these patterns in a variety of contexts.</p> <p>Example: When asked to identify words with the suffix "-ful," the student correctly lists "careful," "playful," and "wonderful," and can explain how the suffix changes the meaning of the word. The student uses word study knowledge to write unfamiliar words correctly.</p>	<p>Behavior: Independently applies grade-level word study knowledge and demonstrates deep understanding of how word patterns and word meanings are related. The student not only applies word study rules accurately but also makes connections between different word families, roots, and affixes to deepen their vocabulary understanding and usage.</p> <p>Example: The student independently identifies and uses words like "helpful," "careful," and "wonderful," and can also explain how the suffix "-ful" indicates an adjective meaning "full of." The student applies this knowledge to new words, such as "joyful," and also recognizes how the root word "joy" connects to the meaning. The student explains how understanding word patterns helps them decode and understand unfamiliar words in reading and writing.</p>
At instructional level, demonstrates and applies word study knowledge 3wordst	<p>Behavior: Struggles to apply word study knowledge in daily work, even with significant support. The student does not consistently use correct spelling patterns, prefixes, suffixes, or root words in writing or reading. There is little to no attempt to apply word study knowledge outside of direct instruction.</p>	<p>Behavior: Can occasionally apply word study knowledge in daily work, but inconsistently or with some support. The student attempts to use word patterns, prefixes, suffixes, and root words but may struggle with spelling and word choice. Mistakes are still present, and the student may need reminders to check for correct application.</p>	<p>Behavior: Independently and consistently integrates instructional level word study knowledge into daily work, including spelling, word choice, and reading. The student applies correct word patterns, with minimal errors and requires little support.</p>	<p>Behavior: Independently and creatively integrates word study knowledge into daily work, demonstrating a deep understanding of word patterns and their meanings. The student goes beyond simply applying rules and begins to analyze words in context, making connections between word parts (e.g., prefixes, suffixes, roots) to enhance comprehension and writing.</p>
Writing- Text Types and Purposes				

Observable Behaviors of 3rd Grade ELA Reporting Standards

Standards	Beginning (1)	Progressing (2)	Proficient (3)	Exceptional (4)
	Unable to perform the skill even with support.	Partially, inconsistently or with support is able to perform the skill.	Independently able to perform the skill.	In addition to being proficient, student also independently uses complex thinking that extends an in-depth understanding, analysis and application of the skill.
Writes a narrative with a beginning, middle, and end W 3.3ideas	<p>Behavior: Struggles to organize ideas into a clear narrative with a beginning, middle, and end, even with significant support. The narrative may be incomplete, lack structure, or fail to follow a logical sequence. The student may write a series of disjointed events or ideas without clear transitions.</p> <p>Example: The student writes a short story that begins abruptly, such as, "I went to the park." The middle of the story is confusing and unclear, like, "Then we had lunch," and the end does not tie back to the beginning or provide a clear conclusion, such as, "We went home." There is no clear structure or flow to the narrative.</p>	<p>Behavior: Demonstrates some ability to organize ideas with a beginning, middle, and end, but the narrative may lack coherence or be inconsistent. The student may need support to ensure that the story has a clear structure, and the transition between parts may be weak or unclear.</p> <p>Example: The student writes a story that starts with "One day, I went to the zoo" (beginning), then "I saw lots of animals and had fun" (middle), and ends with "Then I went home" (end). However, the middle may not fully develop or explain what happened in detail, and the story lacks strong transitions between ideas, making it hard to follow.</p>	<p>Behavior: Independently writes a narrative with a clear beginning, middle, and end. The student organizes ideas logically, with each part of the narrative contributing to the overall story. Transitions between events are clear, and the narrative follows a coherent structure.</p> <p>Example: The student writes a story that begins with, "It was a sunny Saturday, and I decided to visit the zoo." The middle provides specific details: "I saw lions, tigers, and monkeys. I even got to feed a giraffe!" The story ends with, "At the end of the day, I felt happy and couldn't wait to go again next weekend." The narrative is clear, with a logical flow from one part to the next, and each section is well-developed.</p>	<p>Behavior: Independently writes a narrative with a beginning, middle, and end, and demonstrates a deep understanding of narrative structure. The student not only organizes ideas clearly but also uses complex thinking to develop characters, settings, and events, weaving them together in an engaging way. The narrative includes strong, purposeful transitions and conveys a deeper message or reflection.</p> <p>Example: The student writes a detailed narrative, "One rainy afternoon, I decided to go on an adventure in my backyard. I grabbed my umbrella and headed out to explore. The backyard was like a jungle, and I imagined I was a jungle explorer. I climbed a tree to get a better view and found a hidden nest with baby birds. As the rain stopped, I sat quietly and felt proud of my discovery. It was a small adventure, but it felt big to me." The story not only has a clear structure with a beginning, middle, and end, but it also develops the student's thoughts about adventure and exploration, with smooth transitions and a reflective conclusion. The story engages the reader with thoughtful detail and a sense of purpose.</p>

Observable Behaviors of 3rd Grade ELA Reporting Standards

Standards	Beginning (1)	Progressing (2)	Proficient (3)	Exceptional (4)
	Unable to perform the skill even with support.	Partially, inconsistently or with support is able to perform the skill.	Independently able to perform the skill.	In addition to being proficient, student also independently uses complex thinking that extends an in-depth understanding, analysis and application of the skill.
<p>Writes an informative/explanatory text to examine a topic and convey ideas and information clearly W 3.2ideas</p>	<p>Behavior: Struggles to write an informative or explanatory text that examines a topic. The writing lacks clarity, focus, or organization. Ideas may be underdeveloped, and the student may not provide enough details or examples to explain the topic. There is little to no clear structure or support for the main points.</p> <p>Example: The student writes a paragraph about animals with minimal detail or organization: "Animals are cool. Some animals live in the water. Some animals live on land. They eat food." The writing is very general and does not examine the topic in depth, with no clear explanation or supporting details.</p>	<p>Behavior: Attempts to write an informative/explanatory text but with inconsistencies in clarity and organization. The student can explain a topic but may need support to develop ideas fully or structure the information logically. Some details or examples may be included, but they are often vague or not fully developed.</p> <p>Example: The student writes a paragraph about plants: "Plants grow in the ground. They need water and sun. Some plants grow big and some stay small." The text presents basic ideas but lacks specific examples or details. The writing may have some organization, but transitions between ideas may be weak, and more information is needed to explain the topic clearly.</p>	<p>Behavior: Independently writes an informative/explanatory text that examines a topic clearly and logically. The writing is well-organized with a clear introduction, body, and conclusion. Ideas are explained with relevant details and examples, and the information is presented in a way that is easy to follow.</p> <p>Example: The student writes an informative text about the water cycle: "The water cycle is a process that moves water around the Earth. First, water evaporates from oceans and lakes. Then, the water forms clouds. Next, the clouds release the water as rain. Finally, the rainwater flows into rivers and lakes, and the cycle starts again." The text has a clear structure with an introduction, explanation of the process, and conclusion, using relevant details and examples to explain the topic clearly.</p>	<p>Behavior: Independently writes an informative/explanatory text that not only examines a topic clearly but also demonstrates deep understanding and analysis. The student integrates complex ideas, provides rich, detailed examples, and presents the information in a way that engages the reader. The writing shows thoughtful connections between ideas and may include additional insights or extensions of the topic.</p> <p>Example: The student writes an informative text on the importance of recycling: "Recycling is crucial for protecting the environment. When we recycle materials like paper, plastic, and metal, we reduce waste in landfills and conserve natural resources. For example, recycling paper saves trees, and recycling plastic helps reduce pollution in the oceans. Additionally, recycling energy-saving practices such as using less water and turning off lights can contribute to environmental conservation. This process also encourages sustainability, which means we can meet our needs without compromising future generations' ability to do the same." The writing not only explains the topic but also includes complex thinking and insights, demonstrating the student's ability to connect broader concepts and present a thorough, informative piece.</p>

Observable Behaviors of 3rd Grade ELA Reporting Standards

Standards	Beginning (1)	Progressing (2)	Proficient (3)	Exceptional (4)
	Unable to perform the skill even with support.	Partially, inconsistently or with support is able to perform the skill.	Independently able to perform the skill.	In addition to being proficient, student also independently uses complex thinking that extends an in-depth understanding, analysis and application of the skill.
Writes an opinion piece that state an opinion, supplies reasons, and a sense of closure W 3.1ideas	<p>Behavior: Struggles to state an opinion or provide reasons in an opinion piece. The writing lacks a clear opinion or supporting reasons, and there is little to no conclusion. The ideas may be disconnected, and the student may need significant support to organize thoughts.</p> <p>Example: The student writes, "I think ice cream is good. It is sweet." The writing does not clearly state a strong opinion, nor does it provide multiple reasons. The response lacks a closing statement, and the two sentences are too vague to effectively communicate the student's opinion.</p>	<p>Behavior: States an opinion and provides some reasons but may lack clarity, support, or organization. The student attempts to write an opinion piece but may struggle to fully develop the reasons or create a clear sense of closure. Ideas are sometimes presented in a disjointed way, and transitions between sentences or ideas may be weak.</p> <p>Example: The student writes, "I think summer is the best season. Summer has no school, and you can go to the beach. Summer is also hot." While the student states an opinion and provides reasons, the ideas are somewhat general and lack specific details or examples to support the reasons. The writing ends abruptly, with no clear closure or conclusion.</p>	<p>Behavior: Independently writes an opinion piece that clearly states an opinion, provides reasons with sufficient support, and concludes with a sense of closure. The writing is organized, and each reason is explained with relevant details. The conclusion restates the opinion and wraps up the piece effectively.</p> <p>Example: The student writes, "I believe dogs make the best pets. First, dogs are very loyal and will always be there for you. Second, they can be trained to do tricks and help people. Lastly, they love to play and exercise, which makes them fun to be around. In conclusion, dogs are not only great companions, but they are also fun and helpful, which is why they are the best pets." The opinion is clearly stated, reasons are supported with details, and the piece ends with a strong conclusion that ties everything together.</p>	<p>Behavior: Independently writes a compelling opinion piece that not only states an opinion and provides reasons but also demonstrates complex thinking and a deep understanding of the topic. The student includes strong evidence or examples to support reasons, presents ideas in a logical and engaging way, and crafts a thoughtful conclusion that leaves a lasting impression.</p> <p>Example: The student writes, "I believe school uniforms are a great idea for students. First, they promote equality by eliminating the pressure to wear expensive or fashionable clothes. Second, uniforms help students focus on learning instead of worrying about what to wear each day. For example, in schools where uniforms are required, students have been shown to perform better academically because they spend less time on distractions. Lastly, uniforms create a sense of community and school pride, as everyone wears the same attire. In conclusion, school uniforms are not only practical, but they also contribute to a positive learning environment, which is why they should be adopted in all schools." The writing includes multiple well-supported reasons, specific examples, and a thoughtful conclusion that reinforces the opinion and leaves the reader with a strong impression.</p>
Writes content specific explanatory/informative pieces 3contwrit	<p>Behavior: The student struggles to write explanatory or informative pieces, even with support. The writing may lack a clear focus, contain incomplete or unclear ideas, and lack organization. The student has difficulty explaining concepts and may need significant guidance to develop their writing.</p> <p>Example: The student writes a paragraph about animals but does not provide clear details or explanations, such as, "Animals are fun," without any specific information or examples to support the statement.</p>	<p>Behavior: The student can write explanatory or informative pieces with support but may still struggle with organization, clarity, and providing detailed explanations. They may include some relevant information but need reminders to stay focused on the topic and support their ideas with specific details.</p> <p>Example: The student writes a report on the water cycle that includes a few details, like "water falls from the sky," but struggles to explain the steps of the cycle clearly or provide examples, and may need help to organize the information logically.</p>	<p>Behavior: The student independently writes clear and organized explanatory or informative pieces, providing relevant details and explanations. The writing includes a clear introduction, body, and conclusion, and the student supports ideas with specific facts or examples.</p> <p>Example: The student writes an informative piece about the life cycle of a butterfly, including detailed descriptions of each stage, such as "First, the egg hatches into a caterpillar, which eats leaves to grow," and organizes the information in a logical order.</p>	<p>Behavior: In addition to being proficient, the student demonstrates an advanced ability to develop and present content-specific explanations with depth and complexity. The student uses precise and well-developed examples, integrates advanced vocabulary, and effectively engages the reader.</p> <p>Example: The student writes an in-depth explanation of the water cycle, including not only the steps of evaporation, condensation, and precipitation but also how these processes affect weather patterns. The student uses specific scientific vocabulary and provides real-world examples to enrich the explanation, demonstrating a deep understanding of the topic.</p>
Writing- Production and Distribution				

Observable Behaviors of 3rd Grade ELA Reporting Standards

Standards	Beginning (1)	Progressing (2)	Proficient (3)	Exceptional (4)
	Unable to perform the skill even with support.	Partially, inconsistently or with support is able to perform the skill.	Independently able to perform the skill.	In addition to being proficient, student also independently uses complex thinking that extends an in-depth understanding, analysis and application of the skill.
<p>Demonstrates a command of the grade-level appropriate conventions of standard English grammar and usage L 3.1/L3.2</p>	<p>Behavior: The student struggles to demonstrate basic understanding of grade-level grammar and usage, even with support. They may frequently make errors in sentence structure, punctuation, capitalization, and verb tense.</p> <p>Example: The student writes sentences with frequent errors, such as "he go to school" instead of "he goes to school," and often forgets to capitalize the first word of a sentence or use periods at the end of sentences.</p>	<p>Behavior: The student demonstrates a partial or inconsistent command of grade-level grammar and usage. They may make occasional errors in sentence structure, punctuation, or verb tense but can apply basic rules with support or reminders.</p> <p>Example: The student writes "She are playing" instead of "She is playing" and occasionally forgets to use punctuation marks, but with some guidance, they can usually correct these errors in their writing.</p>	<p>Behavior: The student independently applies grade-level grammar and usage conventions with minimal errors. They use correct sentence structure, punctuation, capitalization, and verb tense in their writing without needing reminders.</p> <p>Example: The student consistently writes complete sentences with appropriate punctuation, such as "I went to the park yesterday," and uses correct subject-verb agreement and proper capitalization throughout their writing.</p>	<p>Behavior: In addition to being proficient, the student demonstrates an advanced understanding and application of grammar conventions. They not only use correct grammar but also begin to vary sentence structures and word choices to enhance the clarity and style of their writing.</p> <p>Example: The student writes complex sentences with varied structures, such as "Although it was raining, we decided to go to the park," and consistently applies advanced grammar rules with a high level of accuracy, contributing to the sophistication and readability of their writing.</p>
<p>Develops writing by planning, revising, editing, and publishing W 3.5</p>	<p>Behavior: The student is unable to independently perform any of the steps in the writing process, even with support. They may struggle to organize ideas, revise or edit their work, and often need significant guidance to complete writing tasks.</p> <p>Example: The student writes a brief, incomplete piece with little to no structure, often needing constant prompting to begin the writing process or to make basic corrections.</p>	<p>Behavior: The student demonstrates partial or inconsistent ability to plan, revise, edit, and publish their writing with support. They may follow steps in the writing process but require frequent reminders and guidance to improve their work and ensure it is clear and complete.</p> <p>Example: The student may create a basic outline or draft but needs help to expand on ideas, revise for clarity, or edit for spelling and grammar. They might struggle to finalize their writing without additional assistance.</p>	<p>Behavior: The student independently follows the writing process of planning, revising, editing, and publishing. They organize their ideas effectively, make revisions for improvement, and edit their work for clarity and correctness.</p> <p>Example: The student writes a clear, organized piece that includes an introduction, body, and conclusion. They independently revise their writing for better clarity and coherence, and edit their work to correct spelling, punctuation, and grammar errors before publishing.</p>	<p>Behavior: In addition to proficiency, the student demonstrates an advanced use of the writing process, showing an ability to think critically about their work and make sophisticated revisions. They independently apply strategies to improve the depth, structure, and style of their writing, producing high-quality published work.</p> <p>Example: The student revises their writing to improve not only clarity and grammar but also to strengthen the argument or narrative. They might add complex sentence structures, provide detailed examples, or refine their word choices. Their published work is polished, engaging, and demonstrates an understanding of audience and purpose.</p>