

3rd Grade

Standard	1	2	3	4
Foundational Skills				
Use phonics and word analysis to decode words 3.RF.3	Student rarely decodes grade appropriate multisyllabic words in and out of context. Decoding strategies include the use of patterns including affixes and roots.	Student inconsistently decodes grade appropriate multisyllabic words in and out of context. Decoding strategies include the use of patterns including affixes and roots.	Student fluently ³ decodes grade appropriate multisyllabic words in and out of context. Decoding strategies include the use of patterns including affixes and roots.	N/A
Language				
Use of grammar when writing or speaking 3.L.1i	Student rarely produces compound and complex sentences in speaking and/or writing.	Student produces compound and complex sentences in speaking or writing with support ¹ .	Student produces compound and complex sentences in both writing and speaking.	Student produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.
Use of conventions when writing (spelling) 3.L.2e-g	Student rarely spells grade appropriate words.	Student inconsistently spells grade appropriate words.	Student consistently spells grade appropriate words.	N/A
Use of conventions when writing (punctuation) 3.L.2c	Student uses punctuation when writing dialogue (commas and quotation marks) with guidance ² .	Student uses punctuation when writing dialogue (commas and quotation marks) with support ¹ .	Student uses punctuation when writing dialogue (commas and quotation marks).	N/A
Determine the meaning of unknown words using context 3.L.4	Student chooses flexibly from a range of strategies to clarify precise meaning of grade appropriate words and phrases, including context specific and academic vocabulary with support ¹ .	Student chooses flexibly from a range of strategies to clarify precise meaning of grade appropriate words and phrases, including context specific and academic vocabulary with guidance ² .	Student chooses flexibly from a range of strategies to clarify precise meaning of grade appropriate words and phrases, including context specific and academic vocabulary.	Student consistently uses strategies such as: context clues, roots, affixes and reference materials to determine meaning of unknown words, including content vocabulary and academic language.

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<p>Word Relationships & Nuances 3.L.5a</p>	<p>Student is unable to distinguish between literal and non-literal, and closely related words and phrases.</p>	<p>Student inconsistently distinguishes between literal and non-literal, and closely related words and phrases.</p>	<p>Student consistently distinguishes between and uses literal and non-literal words and phrases, and closely related words.</p>	<p>Student consistently explains the meaning of figurative language limited to: similes, metaphors, idioms, adages, and proverbs.</p>
<p>Acquire and Use grade appropriate vocabulary. 3.L.6</p>	<p>Student does not use explicitly taught temporal, general academic, and domain-specific words and phrases OR use these same types of words and phrases when acquired through conversations, reading and being read to.</p>	<p>Student uses explicitly taught temporal, general academic, and domain-specific words and phrases OR uses these same types of words and phrases when acquired through conversations, reading and being read to.</p>	<p>Student uses explicitly taught temporal, general academic, and domain-specific words and phrases AND uses these same types of words and phrases when acquired through conversations, reading and being read to.</p>	<p>N/A</p>
<p>Reading</p>				
<p>Use text to answer questions <small>(this skill will support inference in later grades)</small> 3.RL.1</p>	<p>Student is unable to refer to literary text with grade appropriate complexity⁵ to ask or answer questions.</p>	<p>Student inconsistently refers to literary text with grade appropriate complexity⁵ to ask or answer questions.</p>	<p>Student refers explicitly to literary text with grade appropriate complexity⁵ to ask and answer questions in order to demonstrate understanding.</p>	<p>Student draws inferences in literary texts at or beyond 4th grade appropriate complexity⁵ and supports inferences with details and examples from the text.</p>
<p>Use text to answer questions <small>(this skill will support inference in later grades)</small> 3.RI.1</p>	<p>Student is unable to refer to informational text with grade appropriate complexity⁵ to ask or answer questions.</p>	<p>Student inconsistently refers to informational text with grade appropriate complexity⁵ to ask or answer questions.</p>	<p>Student refers explicitly to informational text with grade appropriate complexity⁵ to ask and answer questions in order to demonstrate understanding.</p>	<p>Student draws inferences in informational texts at or beyond 4th grade appropriate complexity⁵ and supports inferences with details and examples from the text.</p>
<p>Identify Central message and supporting details 3.RL.2</p>	<p>Student recounts grade appropriate text⁵; including the central message, lesson, or moral and explains how it is conveyed through key details in the text with support¹ or guidance².</p>	<p>Student recounts grade appropriate⁵ text; including the central message, lesson, or moral and when provided with support¹, explains how it is conveyed through key details in the text.</p>	<p>Student recounts grade appropriate⁵ text; including the central message, lesson, or moral and explains how it is conveyed through key details in the text.</p>	<p>Student summarizes literary text at or beyond 4th grade appropriate complexity⁵ by determining important events, essential story elements, and theme.</p>
<p>Identify Main idea and supporting details 3.RI.2</p>	<p>Student is unable to identify the main idea and supporting details of text with grade appropriate complexity⁵.</p>	<p>Student inconsistently identifies the main idea and supporting details of text with grade appropriate complexity⁵.</p>	<p>Student consistently identifies the main idea and supporting details of text with grade appropriate complexity⁵.</p>	<p>Student summarizes informational text at or beyond 4th grade appropriate complexity⁵ by determining main idea and supporting details.</p>

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<p style="text-align: center;">Read & Comprehend Grade Level Text 3.RL.10 / 3.RI.10</p>	<p>Student rarely reads and comprehends grade appropriate⁵ text through demonstration of a comprehensive set of skills including both fluent decoding and use of a variety of comprehension strategies.</p>	<p>Student inconsistently reads and comprehends grade appropriate⁵ text through demonstration of a comprehensive set of skills including both fluent decoding and use of a variety of comprehension strategies.</p>	<p>Student accurately reads and comprehends grade appropriate⁵ text through demonstration of a comprehensive set of skills including both fluent decoding and use of a variety of comprehension strategies.</p>	<p>Student accurately reads and comprehends text at or beyond 4th grade appropriate complexity⁵ through demonstration of a comprehensive set of skills including both fluent decoding and use of a variety of comprehension strategies.</p>
<p>Writing</p>				
<p style="text-align: center;">Write Opinion Pieces 3.W.1</p>	<p>Student writes opinion texts that include 0-2 of the following:</p> <ul style="list-style-type: none"> • an introduction of a topic or text • a statement of an opinion • reasons to support a point of view • linking words and phrases • a concluding statement or section 	<p>Student writes opinion texts that include 3-4 of the following:</p> <ul style="list-style-type: none"> • an introduction of a topic or text • a statement of an opinion • reasons to support a point of view • linking words and phrases • a concluding statement or section 	<p>Student writes opinion texts that include all of the following:</p> <ul style="list-style-type: none"> • an introduction of a topic or text • a statement of an opinion • reasons to support a point of view • linking words and phrases • a concluding statement or section 	<p>Student writes opinion pieces that consistently include all of the following:</p> <ul style="list-style-type: none"> • an introduction of a topic or text • a statement of an opinion • support of a point of view with organized reasons and information • linking words or phrases • a related concluding statement or section
<p style="text-align: center;">Write Informative/ Explanatory Pieces 3.W.2</p>	<p>Student writes informative/explanatory texts that include 0-1 of the following:</p> <ul style="list-style-type: none"> • an introduction of a topic • the development of a topic (including facts, details, and definitions) • linking words and phrases • a concluding statement or section 	<p>Student writes informative/explanatory texts that include 2-3 of the following:</p> <ul style="list-style-type: none"> • an introduction of a topic • the development of a topic (including facts, details, and definitions) • linking words and phrases • a concluding statement or section 	<p>Student writes informative/explanatory texts that include all of the following:</p> <ul style="list-style-type: none"> • an introduction of a topic • the development of a topic (including facts, details, and definitions) • linking words and phrases • a concluding statement or section 	<p>Student writes informative/explanatory texts that consistently include 4-5 of the following:</p> <ul style="list-style-type: none"> • introduction that develops a clear topic • ideas that are supported in an organized way using concrete details, quotations, or related examples • precise language • linking words or phrases • related concluding statement or section

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<p>Write Narratives 3.W.3</p>	<p>Student writes real or imagined narratives that include 2 or fewer of the following:</p> <ul style="list-style-type: none"> • establish a situation and introduces a narrator/character AND organize an event sequence that unfolds naturally • use dialogue to show the response of characters to situations • use descriptions of actions, thoughts and feelings to develop situations and events • use temporal words or phrases to signal event order • provide a sense of closure 	<p>Student writes real or imagined narratives that include 3 or 4 of the following:</p> <ul style="list-style-type: none"> • establish a situation and introduces a narrator/character AND organize an event sequence that unfolds naturally • use dialogue to show the response of characters to situations • use descriptions of actions, thoughts and feelings to develop situations and events • use temporal words or phrases to signal event order • provide a sense of closure 	<p>Student writes real or imagined narratives that:</p> <ul style="list-style-type: none"> • establish a situation and introduce a narrator and/or character(s) • organize an event sequence that unfolds naturally • use dialogue and/or descriptions of actions, thoughts and feelings to develop situations and events • use temporal words or phrases to signal event order • provide a sense of closure 	<p>Student writes real or imagined narratives that consistently include 5-6 of the following:</p> <ul style="list-style-type: none"> • introduction of a narrator and/or character(s) • naturally unfolding sequence • variety of transitional words or phrases • dialogue and description to develop the story/characters • concrete words and phrases as well as sensory details • related summative conclusion
<p>The writing process 3.W.5</p>	<p>Student does not use the writing process.</p>	<p>Student uses the writing process to develop and strengthen writing through one or two of the following:</p> <ul style="list-style-type: none"> • planning • revising • editing <p>The student may require guidance² and support¹ from peers and adults.</p>	<p>Student uses the writing process to develop and strengthen writing through:</p> <ul style="list-style-type: none"> • planning • revising • editing <p>The student may require guidance² and support¹ from peers and adults.</p>	<p>Student uses the writing process to consistently develop and strengthen writing through:</p> <ul style="list-style-type: none"> • planning • drafting • revising • editing <p>The student may require guidance² and support¹ from peers and adults.</p>
<p>Use technology to produce writing 3.W.6</p>	<p>Student rarely uses keyboarding and word processing skills to publish writing with guidance² and support¹.</p>	<p>Student inconsistently uses keyboarding and word processing skills to publish writing with guidance² and support¹.</p>	<p>Student uses keyboarding and word processing skills to publish writing with guidance² and support¹.</p>	<p>N/A</p>
<p>Keyboarding 3.W.6</p>	<p>Student may identify home keys, alphabetic keys, and commonly used punctuation marks, but does not have command of typing.</p>	<p>Student types fewer than 20 words per minute.</p>	<p>Student types 20 words per minute.</p>	<p>N/A</p>

There are terms that are used throughout the companion document using the following definitions.

Support¹: Teacher provides no more than one prompt or example to the student.

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Guidance²: Teacher provides reminders regarding the tools (i.e. graphic organizers, check-lists, dictionaries) and processes that the students could be utilizing in order to successfully engage in the learning process.

Fluency³: Done effortlessly and accurately.

One Sitting⁴: A single work session up to 60 minutes.

Grade appropriate text⁵: Texts evaluated using both qualitative and quantitative measures as referenced by the Common Core.

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ELA Terms and Definitions/Distinctions

Informational Text

Main Topic: 1 to 3 words that answers specifically what the text is mostly about. For example, “Frogs”. K-2 identifies the main topic of a text.

Main Idea: Statement that names the topic of the text and includes some specificity. For example, “Frogs” – topic, “life cycle” – specificity. The main idea of this passage is “The life cycle of frogs”.

Central Idea: Statement that names the topic (e.g. frogs) with specificity (e.g. life cycle) regarding the content and names or alludes to the purpose (e.g. Each aspect of the life cycle of frogs has benefits to humans)

Literary Text

Emergent Reader: Defined by the Common Core as Texts consisting of short sentences comprised of learned sight words and CVC words; may also include rebuses to represent words that cannot yet be decoded or recognized

Grades 1-5: **First-** Central Message or Lesson; **Second** Central Message, Lesson, or Moral; **Third-** Central Message, Lesson, or Moral with supporting details; **Fourth-** Theme; **Fifth** – A Theme supported by/with evidence

Central Message: A precursor to theme; More of a general/umbrella statement that is usually tied to a genre.

Lesson: Something a character learns from experience or an occurrence, example, or punishment that serves or should serve to warn or encourage

Moral: A lesson, especially one concerning what is right or prudent, that can be derived from a story, a piece of information, or an experience, usually tied with a fable.

Theme: More distinct set of work; Answers the questions- What ways does this inform you as a human? What is the human element?

Writing

Topic statement: A sentence that states the main thought of a paragraph or of a larger unit of discourse and is usually placed at or near the beginning.

Thesis statement: A short statement, usually one **sentence** that summarizes the main point or claim of an essay, research paper, etc., and is developed, supported, and explained in the text by means of examples and evidence.

Exclusive to Wit and Wisdom is the Essential Meaning: Essential meaning refers to Wit & Wisdom's Content Framing Question that frames the Distill stage, "What is the essential meaning of this text?" It is used to encompass all the Distill work students do across grades and text types.

- For literary texts, the essential meaning and central message/theme can be the same.
- For informational texts, the essential meaning goes beyond the main/central idea. For example, an essential meaning of *Shark Attack* might be that “We should research a topic before we fear it.”