

Achievement Indicators for Reading
Grade 3

Reading Achievement Indicators Grade 3				
Content Standard 1.0				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
1.3.3 Decode words in text using phonics and structural analysis through <ul style="list-style-type: none"> • short/long vowels • digraphs • diphthongs • base words • suffixes • prefixes • compound words 	limited ability to decode words using short and/or long vowels. inability to decode words using digraphs, diphthongs, base words, suffixes, prefixes, and/or compound words.	ability to decode words in text using short vowels, long vowels, digraphs, and diphthongs. limited ability to decode words in text using base words, suffixes, prefixes, and/or compound words.	ability to decode words in text using phonics and structural analysis.	ability to decode above grade level words in text using phonics and structural analysis.
Decode words in text using phonics and structural analysis through <ul style="list-style-type: none"> • blends • word families • spelling patterns • syllables 	limited ability to decode words using simple word families. limited ability to decode words using blends, spelling patterns, and/or syllables.	ability to decode words in text using blends, word families, and/or spelling patterns. limited ability to decode words in text using syllables.	ability to decode words in text using phonics and structural analysis.	ability to decode above grade level words in text using phonics and structural analysis.
1.3.4 Comprehend, build, and extend vocabulary using <ul style="list-style-type: none"> • syntax • parts of speech • homographs 	inability to comprehend vocabulary using syntax, parts of speech, and/or homographs.	limited ability to comprehend and build vocabulary using syntax, parts of speech, and/or homographs.	ability to comprehend, build, and extend vocabulary using syntax, parts of speech, and/or homographs.	ability to comprehend, build, and extend above grade level vocabulary using syntax, parts of speech, and/or homographs.

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Content Standard 1.0 (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Comprehend, build, and extend vocabulary using <ul style="list-style-type: none"> • homophones • synonyms • antonyms • context clues • structural analysis 	<p>inability to comprehend vocabulary using homophones, and/or structural analysis.</p> <p>limited ability to comprehend vocabulary using synonyms, antonyms, and context clues.</p>	<p>ability to comprehend vocabulary using synonyms, antonyms, and context clues.</p> <p>limited ability to comprehend and build vocabulary using homophones, and/or structural analysis.</p>	<p>ability to comprehend, build, and extend vocabulary using homophones, synonyms, antonyms, context clues, and/or structural analysis.</p>	<p>ability to comprehend, build, and extend above grade level vocabulary using homophones, synonyms, antonyms, context clues, and/or structural analysis.</p>
Apply alphabetic order to locate words using the first and second letters of each word.	<p>limited ability to alphabetize a given list of words using first letters.</p> <p>inability to locate words using the first and second letters of each word.</p>	<p>limited ability to locate words in dictionaries, glossaries, and thesauruses using the first and second letters of each word.</p>	<p>ability to locate words in dictionaries, glossaries, and thesauruses using the first and second letters of each word.</p>	<p>ability to locate words in various resources.</p>
Use resources to find and/or confirm meaning of unknown words encountered in text.	<p>inability to use resources to find meaning of unknown words encountered in text.</p>	<p>limited ability to use resources to find meaning of unknown words encountered in text.</p> <p>limited ability to use resources to confirm meaning of unknown words encountered in text.</p>	<p>ability to use resources to find meaning of unknown words encountered in text.</p> <p>ability to use resources to confirm meaning of unknown words encountered in text.</p>	<p>ability to use resources to find meaning of unknown words encountered in above grade level text.</p> <p>ability to use resources to confirm meaning of unknown words encountered in above grade level text.</p>
With assistance , identify connotative and denotative meaning in text.	<p>inability to identify connotative and denotative meaning.</p>	<p>limited ability to identify denotative meaning in text.</p> <p>inability to identify connotative meaning in text.</p>	<p>limited ability to identify denotative meaning in text.</p> <p>limited ability to identify connotative meaning in text.</p>	<p>ability to identify connotative and denotative meaning in text.</p>

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Content Standard 1.0 (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Build vocabulary using <ul style="list-style-type: none"> • pictures • symbols 	<p>limited ability to gain meaning from pictures.</p> <p>inability to gain meaning from symbols.</p>	<p>ability to gain meaning from pictures.</p> <p>limited ability to gain meaning from symbols.</p>	ability to gain meaning from pictures and symbols.	ability to gain and generalize meaning using pictures and symbols.
1.3.5 Apply knowledge of high frequency words in text to build fluency and comprehension.	inability to access high frequency words in text (e.g., which, their).	limited ability to access high frequency words in text to comprehend.	ability to access high frequency words in text to build fluency and comprehension.	ability to access above grade level high frequency words in text to build fluency and comprehension (e.g., people, these).
With assistance , identify content specific vocabulary in text.	inability to identify content-specific vocabulary in text.	limited ability to identify content-specific vocabulary in below grade level text.	limited ability to identify content-specific vocabulary in text.	ability to identify content-specific vocabulary in text.
Read aloud with a focus on <ul style="list-style-type: none"> • prosody • accuracy • automaticity • reading rate 	inability to read aloud with fluency.	limited ability to read aloud with fluency.	ability to read aloud with fluency.	ability to read aloud above grade level text with fluency.

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Content Standard 2.0 Students use reading process skills and strategies to build comprehension.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
2.3.1 Use before reading strategies based on text and purpose to <ul style="list-style-type: none"> • preview text • access prior knowledge • build background knowledge • set purpose for reading • make predictions • determine reading rate • determine text type 	inability to use before reading strategies to aid comprehension.	limited ability to use before reading strategies to aid comprehension. inability to select before reading strategies to aid comprehension.	ability to use appropriate before reading strategies to aid comprehension. limited ability to select before reading strategies to aid comprehension.	ability to select appropriate before reading strategies to aid comprehension.
2.3.2 Use during reading strategies based on text and purpose to <ul style="list-style-type: none"> • use self-correcting strategies • make, confirm, and revise predictions • understand and use key vocabulary • identify main idea and supporting details • make inferences • adjust reading rate • apply knowledge of text type 	limited ability to use during reading strategies to make predictions. inability to use during reading strategies to comprehend text.	limited ability to use during reading strategies to aid comprehension.	ability to use appropriate during reading strategies to aid comprehension.	ability to select appropriate during reading strategies to aid comprehension.

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Content Standard 2.0 (continued) Students use reading process skills and strategies to build comprehension.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
2.3.3 With assistance, select after reading strategies based on text and purpose to <ul style="list-style-type: none"> • recall details • restate main ideas • organize information • record information • synthesize text • evaluate text • evaluate the effectiveness of reading strategies 	inability to select after reading strategies to aid comprehension.	limited ability to use after reading strategies to aid comprehension.	limited ability to select appropriate after reading strategies to aid comprehension.	ability to select appropriate after reading strategies to aid comprehension.

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Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
3.3.1 Describe <ul style="list-style-type: none"> • setting • sequence of events • conflict • resolution With assistance , identify <ul style="list-style-type: none"> • climax • turning point Identify how one event may cause another event.	ability to identify setting. limited ability to identify sequence of event. inability to identify conflict. inability to identify resolution. inability to identify climax. inability to identify turning point. inability to identify the important events in text. inability to identify how one event may cause another event to occur.	ability to describe setting. limited ability to describe sequence of events. limited ability to describe conflict. limited ability to describe resolution. limited ability to identify climax when given a format. limited ability to identify turning point when given a format. limited ability to identify important events in text. limited ability to identify how one event may cause another event to occur.	ability to describe setting. ability to describe sequence of events. ability to describe conflict. ability to describe resolution. limited ability to identify climax. limited ability to identify turning point. ability to identify important events in text. ability to identify how one event may cause another event to occur.	ability to analyze setting. ability to analyze sequence of events. ability to analyze conflict. ability to analyze resolution. ability to identify climax. ability to identify turning point. ability to identify important events in above grade level text. ability to describe how one event may cause another event to occur.

Achievement Indicators for Reading
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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Make inferences and draw conclusions about setting and plot based on evidence.	limited ability to make inferences about setting.	ability to make inferences about setting.	ability to make inferences about setting based on evidence.	ability to make inferences about setting based on evidence in above grade level text.
	inability to draw conclusions about setting.	limited ability to draw conclusions about setting.	ability to draw conclusions about setting based on evidence.	ability to draw conclusions about setting based on evidence in above grade level text.
	inability to make inferences about plot.	limited ability to make inferences about plot.	ability to make inferences about plot based on evidence.	ability to make inferences about plot based on evidence.
	inability to draw conclusions about plot.	limited ability to draw conclusions about plot.	ability to draw conclusions about plot based on evidence.	ability to draw conclusions about plot based on evidence.
3.3.2 Describe physical and personality traits.	limited ability to identify what a character looks like.	limited ability to describe physical traits of characters.	ability to describe physical traits of characters.	ability to compare characters' physical and personality traits when provided a format (e.g., Venn-diagram, T-chart).
	limited ability to identify how a character acts.	limited ability to describe personality traits of characters.	ability to describe personality traits of characters.	
	inability to use the vocabulary terms physical and personality traits.	limited ability to use the vocabulary terms physical and personality traits.	ability to use the vocabulary terms physical and personality traits.	ability to use the vocabulary terms physical and personality traits.
	limited ability to identify a character's actions.	ability to describe a character's actions.		
Describe the motivation for a character's actions.	inability to describe the motivation of a character's actions.	limited ability to identify the motivation of a character's actions.	ability to describe the motivation of a character's actions.	ability to describe the motivation of a character's actions in above grade level text.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
With assistance , identify the protagonist and antagonist.	limited ability to identify the hero and villain of a text. inability to use the vocabulary terms protagonist and antagonist.	ability to identify the hero and villain of a text. limited ability to use the vocabulary terms protagonist and antagonist.	limited ability to identify the protagonist and antagonist. limited ability to use the vocabulary terms protagonist and antagonist.	ability to identify the protagonist and antagonist. ability to use the vocabulary terms protagonist and antagonist.
Make inferences and draw conclusions about a character(s) based on evidence.	ability to recall few details about a character from text. inability to make inferences about a character. inability to draw conclusions about a character.	ability to recall details about a character from text. limited ability to make inferences about a character based on details. limited ability to draw conclusions about a character.	ability to recall details about a character from text. ability to make inferences about a character(s) based on evidence. ability to draw conclusions about a character(s) based on evidence.	ability to recall details about a character from above grade level text. ability to make inferences about a character(s) based on evidence in above grade level text. ability to draw conclusions about a character(s) based on evidence in above grade level text.
3.3.3 Explain the main idea supported by evidence.	limited ability to identify main idea.	ability to identify main idea. limited ability to explain main idea.	ability to explain main idea supported by evidence.	ability to explain main idea supported by evidence in above grade level text.
With assistance , identify theme.	inability to identify theme.	limited ability to identify theme when given a format.	limited ability to identify theme.	ability to identify theme.
Identify a lesson learned based on events and/or a character's actions.	limited ability to identify a character's actions. inability to identify a lesson based on events and/or a character's actions.	ability to identify a character's actions. limited ability to identify a lesson based on events and/or a character's actions.	ability to identify a lesson learned based on events and/or a character's actions.	ability to explain a lesson learned based on events and/or a character's actions in above grade level text.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
3.3.4 Identify first person point of view.	inability to identify first person point of view.	limited ability to identify first person point of view.	ability to identify first person point of view.	ability to identify first person point of view.
With assistance , identify third person limited point of view.	inability to identify third person limited point of view.	limited ability to identify third person limited point of view.	limited ability to identify third person limited point of view.	ability to identify third person limited point of view.
3.3.5 Identify examples of <ul style="list-style-type: none"> • imagery • similes • personification 	inability to identify personification. inability to identify imagery. inability to identify similes.	limited ability to identify personification. limited ability to identify to identify imagery. limited ability to identify to identify similes.	ability to identify personification. ability to identify to identify imagery. ability to identify to identify similes.	ability to identify personification in above grade level text. ability to identify to identify imagery in above grade level text. ability to identify to identify similes in above grade level text.
Identify the effects of rhythm and rhyme on text.	ability to identify rhyme. limited ability to identify rhythm.	ability to identify rhythm and rhyme. limited ability to identify the effects of rhythm and rhyme.	ability to identify the effects of rhythm and rhyme.	ability to identify the effects of rhythm and rhyme in above grade level text.
Identify idioms.	inability to identify idioms.	limited ability to identify idioms.	ability to identify idioms.	ability to explain the use of idioms in context.
Identify <ul style="list-style-type: none"> • alliteration • sensory words • dialect • slang 	inability to identify alliteration. inability to identify sensory words. inability to identify dialect. inability to identify slang.	limited ability to identify alliteration. limited ability to identify sensory words. limited ability to identify dialect. limited ability to identify slang.	ability to identify alliteration. ability to identify sensory words. ability to identify dialect. ability to identify slang.	ability to explain uses of alliteration. ability to explain uses of sensory words. ability to explain uses of dialect. ability to explain uses of slang.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
With assistance , students identify <ul style="list-style-type: none"> • metaphor • hyperbole 	inability to identify metaphors.	limited ability to identify metaphors when given a format.	limited ability to identify metaphors.	ability to identify metaphors.
	inability to identify hyperbole.	limited ability to identify hyperbole when given a format.	limited ability to identify hyperbole.	ability to identify hyperbole.
	inability to use vocabulary terms metaphor and hyperbole.	limited ability to use vocabulary terms metaphor and hyperbole.	ability to use vocabulary terms metaphor and hyperbole.	ability to use vocabulary terms metaphor and hyperbole.
With assistance , identify the use of formal and informal language.	inability to identify informal language.	limited ability to identify informal language.	limited ability to identify the use of informal language.	ability to identify the use of informal language.
	inability to identify formal language.	limited ability to identify formal language.	limited ability to identify the use of formal language.	ability to identify the use of formal language.
3.3.6 Identify words and phrases that reveal tone.	limited ability to determine overall tone.	ability to determine overall tone of text.	ability to identify words and phrases that reveal tone.	ability to identify words and phrases that reveal tone in above grade level text.
	inability to identify words and phrases that reveal tone.	limited ability to identify words that reveal tone.		
3.3.7 Compare text from different <ul style="list-style-type: none"> • cultures • time periods 	inability to identify text from different cultures based on content.	limited ability to identify text from different cultures based on content.	ability to compare text from different cultures based on content.	ability to compare text from different cultures based on content in above grade level text.
	inability to identify text from different time periods based on content.	limited ability to identify text from different time periods based on content.	ability to compare text from different time periods based on content.	ability to compare text from different time periods based on content in above grade level text.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
3.3.8 Make and revise predictions based on evidence.	limited ability to make predictions. inability to revise predictions.	ability to make predictions. limited ability to revise predictions.	ability to make and revise predictions based on evidence.	ability to make and revise predictions based on evidence in above grade level text.
3.3.9 Make connections to self, other text, and/or the world.	limited ability to make connections from text to self. inability to make connections from text to other text and/or the world.	ability to make connections from text to self. limited ability to make connections from text to other text and/or the world.	ability to make connections from text to self, other text, and/or the world.	ability to make connections from text to self, other text, and/or the world in above grade level text.
Use information to answer specific questions.	limited ability to identify intent of questions. inability to use information to answer specific questions in text.	ability to identify intent of questions. limited ability to use information to answer specific questions in text.	ability to identify intent of questions. ability to use information to answer specific questions in text.	ability to identify intent of questions. ability to use information to answer specific questions in above grade level text.
With assistance , summarize information.	inability to summarize information using a given format.	limited ability to summarize information when given a format.	limited ability to summarize information when given a format.	limited ability to summarize information.

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Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
4.3.1 Identify the purpose of and gain information from <ul style="list-style-type: none"> • illustrations • graphs • charts • titles • text boxes • diagrams • headings • maps 	limited ability to gain information from illustrations, graphs, charts, and titles. inability to gain information from text boxes, diagrams, headings, and maps. inability to determine purpose of text features.	limited ability to gain information from text features. limited ability to determine purpose of text features.	ability to gain information from text features. ability to determine purpose of text features.	ability to gain information from text features. ability to determine purpose of text features.
Identify the purpose of and gain information from <ul style="list-style-type: none"> • table of contents • glossaries • indices 	inability to gain information from a table of contents, glossaries, and indices. inability to determine the purpose of a table of contents, glossaries, and indices.	limited ability to gain information from a table of contents, glossaries, and indices. limited ability to determine the purpose of a table of contents, glossaries, and indices.	ability to gain information from a table of contents, glossaries, and indices. ability to determine the purpose of a table of contents, glossaries, and indices.	ability to gain information from a table of contents, glossaries, and indices. ability to determine the purpose of a table of contents, glossaries, and indices.
Identify and explain the use of <ul style="list-style-type: none"> • bold-faced words • underlined words • highlighted words • italicized words 	limited ability to identify bold-faced words, underlined words, highlighted words, and italicized words.	limited ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.	ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.	ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.

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Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Identify and explain the use of <ul style="list-style-type: none"> • abbreviations • acronyms 	ability to identify abbreviations limited ability to identify acronyms. inability to explain the use of abbreviations. inability to explain the use of acronyms.	ability to identify abbreviations. ability to identify acronyms. limited ability to explain the use of abbreviations. limited ability to explain the use of acronyms.	ability to explain the use of abbreviations. ability to explain the use of acronyms.	ability to explain the use of abbreviations in above grade level text. ability to explain the use of acronyms in above grade level text.
4.3.2 Identify <ul style="list-style-type: none"> • dialect • slang 	inability to identify dialect. inability to identify slang.	limited ability to identify dialect. limited ability to identify slang.	ability to identify dialect. ability to identify slang.	ability to explain the use of dialect. ability to explain the use of slang.
With assistance , identify <ul style="list-style-type: none"> • alliteration • informal and formal language 	inability to identify alliteration. inability to identify formal language. inability to identify informal language.	limited ability to identify alliteration when given a format. limited ability to identify formal language. limited ability to identify informal language.	limited ability to identify alliteration. limited ability to identify formal language. ability to identify informal language.	ability to identify alliteration. ability to identify formal language. ability to identify informal language.
Identify <ul style="list-style-type: none"> • metaphor 	inability to identify metaphors.	limited ability to identify metaphors.	ability to identify metaphors.	ability to explain the use of metaphors.

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Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
With assistance , identify <ul style="list-style-type: none"> • idioms • similes • personification 	inability to identify idioms.	limited ability to identify idioms when given a format.	limited ability to identify idioms.	ability to identify idioms.
	inability to identify similes.	limited ability to identify similes when given a format.	limited ability to identify similes.	ability to identify similes.
	inability to identify personification.	limited ability to identify personification when given a format.	limited ability to identify personification.	ability to identify personification.
	inability to use vocabulary terms idioms, similes, and personification.	limited ability to use vocabulary terms idioms, similes, and personification.	limited ability to use vocabulary terms idioms, similes, and personification.	ability to use vocabulary terms idioms, similes, and personification.
Identify words and phrases that reveal tone.	limited ability to determine overall tone.	ability to determine overall tone of text.	ability to identify words and phrases that reveal tone.	ability to identify words and phrases that reveal tone in above grade level text.
	inability to identify words and phrases that reveal tone.	limited ability to identify words that reveal tone.		
Identify persuasive and propaganda techniques.	inability to identify persuasive techniques.	limited ability to identify persuasive techniques.	ability to identify persuasive techniques.	ability to identify persuasive techniques in above grade level text.
	inability to identify propaganda techniques.	limited ability to identify propaganda techniques.	ability to identify propaganda techniques.	ability to identify propaganda techniques in above grade level text.
	inability to determine meaning of vocabulary terms persuasive and propaganda.	limited ability to determine meaning of vocabulary terms persuasive and propaganda.	ability to use vocabulary terms persuasive and propaganda.	ability to use vocabulary terms persuasive and propaganda in above grade level text.

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Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
With assistance , identify how language creates <ul style="list-style-type: none"> • persuasion • propaganda 	inability to identify how words create persuasion.	limited ability to identify how words create persuasion when given a format.	limited ability to identify how words create persuasion.	ability to identify how words create persuasion.
	inability to identify how words create propaganda.	limited ability to identify how words create propaganda.	limited ability to identify how words create propaganda.	ability to identify how words create propaganda.
	limited ability to identify words that create persuasion and propaganda.	limited ability to identify words that create persuasion and propaganda.	ability to identify words that create persuasion and propaganda.	ability to identify words that create persuasion and propaganda in above grade level text.
4.3.3 Explain the topic supported by evidence.	ability to identify a topic.	limited ability to explain a topic.	ability to explain a topic and support the decision with evidence.	ability to explain a topic and support the decision with evidence in above grade level text.
	inability to explain the topic.			
With assistance , identify theme.	inability to identify theme.	limited ability to identify theme when given a format.	limited ability to identify theme.	limited ability to identify theme in above grade level text.
	inability to identify main idea.	limited ability to identify main idea.	ability to identify main idea.	ability to identify main idea supported by evidence in above grade level text.
With assistance , distinguish theme from topic.	ability to identify topic.	limited ability to identify theme when given a format.	limited ability to identify theme.	ability to identify theme.
	inability to distinguish theme from topic.	limited ability to distinguish theme from topic when given a format.	limited ability to distinguish theme from topic.	limited ability to distinguish theme from topic.
Describe sequential and/or chronological order.	inability to identify sequential and/or chronological order.	limited ability to describe sequential and/or chronological order.	ability to describe sequential and/or chronological order.	ability to describe sequential and/or chronological order.
Identify a cause and its effect on events and/or relationships.	inability to identify a cause and its effect on events and/or relationships.	limited ability to identify a cause and its effect on events and/or relationships.	ability to identify a cause and its effect on events and/or relationships.	ability to identify a cause and effect on events and/or relationships in above grade level text.

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Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Identify a problem and its solution.	inability to identify a problem.	limited ability to identify a problem.	ability to identify a problem.	ability to identify a problem in above grade level text.
	inability to explain the solution to the problem.	limited ability to explain the solution to the problem.	ability to explain the solution to the problem.	ability to explain the solution to the problem in above grade level text.
Identify main idea based on evidence.	limited ability to identify main idea.	limited ability to explain main idea.	ability to explain main idea supported by evidence.	ability to explain main idea supported by evidence in above grade level text.
		ability to identify main idea.		
With assistance trace the development of an author's argument, viewpoint, or perspective.	limited ability to identify an argument presented in text.	ability to identify an argument presented in text.	limited ability to trace the development of an author's argument when given a format.	limited ability to trace the development of an author's argument.
	inability to identify an author's viewpoint.	limited ability to identify an author's viewpoint.	limited ability to trace the development of an author's viewpoint when given a format.	limited ability to trace the development of an author's viewpoint.
	inability to identify an author's perspective.	limited ability to identify an author's perspective.	limited ability to trace the development of an author's perspective when given a format.	limited ability to trace the development of an author's perspective.
4.3.4 Compare text from different <ul style="list-style-type: none"> • cultures • time periods 	inability to identify text from different cultures based on content.	limited ability to identify text from different cultures based on content.	ability to compare text from different cultures based on content.	ability to compare text from different cultures based on content in above grade level text.
	inability to identify text from different time periods based on content.	limited ability to identify text from different time periods based on content.	ability to compare text from different time periods based on content.	ability to compare text from different time periods based on content in above grade level text.

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Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
4.3.5 Make connections to self, other text, and/or the world.	limited ability to make connections to from text to self. inability to make connections from text to other text, and/or the world.	ability to make connections from text to self. limited ability to make connections from text to other text, and/or the world.	ability to make connections from text to self, other text, and/or the world.	ability to make connections from text to self, other text, and/or the world using above grade level text.
Use information to answer specific questions.	limited ability to identify intent of questions. inability to use information to answer specific questions in text.	ability to identify intent of questions. limited ability to use information to answer specific questions in text.	ability to identify intent of questions. ability to use information to answer specific questions in text.	ability to identify intent of questions. ability to use information to answer specific questions in above grade level text.
With assistance , develop hypotheses based on information. With assistance , summarize information.	inability to develop hypotheses. inability to summarize information given a format.	limited ability to develop hypotheses using irrelevant information. inability to summarize information.	limited ability to develop hypotheses based on logical information. limited ability to summarize information given a format.	limited ability to develop hypotheses based on logical information. limited ability to summarize information.
4.3.6 Make and revise predictions based on evidence.	limited ability to make predictions. inability to revise predictions.	ability to make predictions. limited ability to revise predictions.	ability to make predictions based on evidence. ability to revise predictions based on evidence.	ability to make predictions based on evidence in above grade level text. ability to revise predictions based on evidence in above grade level text.
Make inferences and draw conclusions based on evidence.	limited ability to recall details from text. inability to make inferences. inability to draw conclusions.	ability to recall details from text. limited ability to make inferences. limited ability to draw conclusions.	ability to recall details from text. ability to make inferences based on evidence. ability to draw conclusions based on evidence.	ability to recall details from above grade level text. ability to make inferences based on evidence in above grade level text. ability to draw conclusions based on evidence in above grade level text.

Achievement Indicators for Reading
Grade 3

Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Distinguish between fact and opinion.	limited ability to identify facts. inability to identify opinions. inability to distinguish between fact and opinion.	ability to identify facts. limited ability to identify opinions. limited ability to distinguish between fact and opinion.	ability to distinguish between fact and opinion.	ability to distinguish between fact and opinion in above grade level text.
4.3.7 Read and follow directions to complete tasks.	inability to accurately read directions to complete tasks. inability to gain meaning from directions to complete tasks.	limited ability to accurately read directions to complete tasks. limited ability to gain meaning from directions to complete tasks.	ability to accurately read directions to complete tasks. ability to gain meaning from directions to complete tasks.	ability to accurately read directions to complete complex tasks. ability to gain meaning from directions to complete complex tasks.

Achievement Indicators for Writing
Grade 3

Writing Achievement Indicators Grade 3				
Content Standard 5.0 Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
5.3.1 Use prewriting strategies to plan written work.	limited use of prewriting strategies to generate ideas. inability to provide ideas.	recording of some ideas.	recording of usable ideas.	consistent use of brainstorming and other prewriting strategies to generate ideas.
Choose and narrow a topic to organize ideas.	inability to complete prewriting activities. inability to provide ideas that follow story models.	minimal brainstorming or prewriting activities (e.g., clustering, webbing, listing). limited generation of ideas from listening and following story models.	use of brainstorming or prewriting activities (e.g., clustering, mapping, listing). generation of ideas from listening and following story models.	versatility and adeptness in using one or more prewriting strategies. creation of numerous ideas from listening and following story models. flexibility in using multiple organizing strategies.
Explore a topic to plan written work.	limited use of organizational strategies. inconsistent use of prewriting strategies to explore a topic to plan written work.	limited, simple, and often ineffective organizational activities. limited completion of maps, lists, webs, or outline to explore a topic to plan written work.	use of multiple organizational strategies (e.g., outlining, webbing, or mapping) to organize. ability to explore a topic to plan written work.	organization of ideas that easily transition from one idea to another. modification of strategies to match writing objectives.

Achievement Indicators for Writing
Grade 3

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>5.3.2 Draft paragraphs on a single topic that address</p> <ul style="list-style-type: none"> • audience • purpose • supporting details 	<p>attempts to draft paragraphs.</p> <p>inability to draft main idea.</p> <p>lists of random ideas and details.</p> <p>incomplete introduction and conclusion.</p> <p>inability to address the audience and purpose.</p>	<p>incomplete paragraphs.</p> <p>drafts that do not adhere to a main idea.</p> <p>limited or non-supportive ideas and details.</p> <p>repetition of topic sentence in paper.</p> <p>attempts to involve audience and identify purpose.</p>	<p>focused, complete paragraphs.</p> <p>development of main idea.</p> <p>ideas that are supported with details.</p> <p>possible restatement of main idea.</p> <p>awareness of audience and purpose.</p> <p>addressing the topic through definition, question or a simple statement.</p>	<p>logical, cohesive, and complete paragraphs.</p> <p>enhancement and development of the main idea.</p> <p>effective reasoning through choice of ideas and details.</p> <p>effective introduction.</p>
<p>With assistance, draft multiple paragraphs on a single topic that address</p> <ul style="list-style-type: none"> • audience • purpose • supporting details 	<p>inability to draft multiple paragraphs on a single topic.</p>	<p>multiple paragraphs on a single topic that contain some supporting details, but probably do not appropriately address audience and/or purpose.</p>	<p>multiple paragraphs on a single topic that recognize audience and purpose on a simple, general level.</p>	<p>multiple, detailed paragraphs on a single topic that recognize and address audience and purpose.</p>

Achievement Indicators for Writing
Grade 3

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>5.3.3 With assistance, revise drafts for</p> <ul style="list-style-type: none"> • organization • focused ideas • voice • audience • purpose • relevant details • word choice • sentence fluency 	<p>inability to revise drafts.</p> <p>limited ability to revise even in a one-on-one situation with teacher.</p>	<p>minimal revision of drafts.</p> <p>minimal use of revision strategies.</p> <p>revision confused with proofreading.</p> <p>minimal revision for organization.</p> <p>relevant details.</p> <p>inability to use word choice to address voice, audience, or purpose.</p> <p>minimal revision for complete sentences.</p> <p>difficulty in rearranging words and/or correcting sentence structures.</p> <p>difficulty in combining sentences.</p>	<p>revision of drafts.</p> <p>use of revision strategies to improve writing.</p> <p>minimal revision for simple organization.</p> <p>minimal revision of word choice to express attitude toward topic.</p> <p>attempt to address voice, audience, and purpose.</p> <p>revision may require adding, deleting, clarifying, rearranging words, details, and varying sentence structure.</p> <p>minimal revision for basic sentence structure.</p> <p>some understanding of sentence fluency.</p>	<p>independent revision of drafts.</p> <p>use of varied revision strategies for a specific purpose.</p> <p>satisfactory organization.</p> <p>minimal use of specific and appropriate word choice to bring topic to life.</p> <p>revision to engage audience and show purpose.</p> <p>revision by adding, deleting, clarifying, and rearranging words, details, and sentences.</p> <p>revision for simple sentence fluency.</p>

Achievement Indicators for Writing
Grade 3

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>5.3.4 Edit sentences to ensure correct spelling of</p> <ul style="list-style-type: none"> • high frequency words • content words • patterned words <p>Edit capitalization for</p> <ul style="list-style-type: none"> • beginnings of sentences • months • days of the week • proper nouns • initials • titles <p>With assistance, edit for</p> <ul style="list-style-type: none"> • abbreviations <p>Edit punctuation for</p> <ul style="list-style-type: none"> • end punctuation • commas <p>With assistance, edit punctuation for</p> <ul style="list-style-type: none"> • apostrophes 	<p>frequent misspellings of high frequency, content, and patterned words.</p> <p>inability to edit for roots and affixes.</p> <p>some attempts to spell phonetically.</p> <p>minimal editing for standard English.</p> <p>minimal editing for simple capitalization, end punctuation, and commas.</p> <p>limited ability to match abbreviations with words.</p> <p>many errors in spelling, capitalization, punctuation, and grammar.</p> <p>inability to edit for apostrophes.</p>	<p>occasional misspelling of high frequency, content, and patterned words.</p> <p>minimal editing for roots and affixes.</p> <p>phonetic spelling.</p> <p>editing that shows some simple understanding of standard English.</p> <p>minimal editing to correct errors in spelling, capitalization, and punctuation.</p> <p>minimal awareness of internal punctuation errors.</p> <p>inability to use abbreviations.</p> <p>inconsistent correct use of external punctuation.</p> <p>minimal editing for apostrophes.</p>	<p>editing for spelling of high frequency, content, and patterned words.</p> <p>editing for roots and affixes.</p> <p>phonetic spelling.</p> <p>editing for standard English.</p> <p>editing to correct errors in spelling, capitalization, and grammar.</p> <p>limited ability to edit for internal punctuation errors.</p> <p>correct end punctuation.</p> <p>minimal editing for correct use of abbreviations and apostrophes.</p>	<p>editing for correct spelling of high frequency, content, and patterned words.</p> <p>editing for correct spelling of above grade level words.</p> <p>consistent attention to roots and affixes.</p> <p>editing for standard English.</p> <p>editing to correct errors in spelling, capitalization, and grammar.</p> <p>editing of internal punctuation.</p> <p>editing with the purpose of improved readability.</p> <p>editing for correct use of abbreviations and apostrophes.</p>

Achievement Indicators for Writing
Grade 3

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
5.3.5 Edit for correct use of <ul style="list-style-type: none"> • nouns • verbs • pronouns • adjectives • subject/verb agreement • verb tenses With assistance, edit for correct use of <ul style="list-style-type: none"> • adverbs 	inability to edit for the correct use of nouns, verbs, pronouns, pronouns, adjectives, subject/verb agreement, and/or verb tenses.	minimal editing for the correct use of nouns, verbs, pronouns, adjectives, subject/verb agreement, and/or verb tenses.	editing for the correct use of nouns, verbs, pronouns, adjectives, subject/verb agreement, and verb tenses.	some independent editing for the correct use of nouns, verbs, pronouns, adjectives, subject/verb agreement, and verb tenses.
5.3.6 Edit sentence structure for <ul style="list-style-type: none"> • complete sentences • combining sentences With assistance , edit sentence structure for <ul style="list-style-type: none"> • compound sentences • complex sentences 	inability to edit for correct sentence structures. multiple fragments and run-ons. misunderstanding of sentence combining. numerous errors create confusion for the reader that impedes meaning.	minimal editing for correct sentence structure. misunderstanding that sentences take up only a single line. use of simple and compound sentences that may or may not be correct. incorrect sentence combining. inconsistent editing for correct compound and complex sentences.	editing for simple compound structures that are usually correct. editing for correct punctuation in combining sentences. use of compound and correctly combined sentences. editing for simple correct compound and complex sentences.	editing for correctly formed and punctuated simple and compound sentences. editing for correctly formed and punctuated combined sentences. manipulation of sentence structures to enhance effectiveness of the text and personal writing style. independent editing for correctness of both compound and complex sentences. editing for simple compound-complex sentences.

Achievement Indicators for Writing
Grade 3

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
5.3.7 Prepare legible final draft to display or share.	<p>inability to share/publish final drafts with an audience.</p> <p>inability to communicate with an audience or have a sense of purpose.</p> <p>lack of awareness of audience.</p> <p>voice that is flat, lifeless, or mechanical.</p> <p>voice that is inappropriate to purpose.</p>	<p>minimal ability to share/publish complete final drafts.</p> <p>weak or inappropriate forms of presentation (e.g., visual, oral, print).</p> <p>disorganized demonstration.</p> <p>revisions that may not be based upon feedback.</p>	<p>preparedness to share/publish drafts with audience.</p> <p>adequate forms of presentation (e.g., visual, oral, print).</p> <p>adequate organization.</p> <p>revisions that are based upon feedback.</p>	<p>preparedness to share/publish drafts appropriately with designated audience.</p> <p>engaging and effective forms of presentation.</p> <p>forethought and preparedness.</p> <p>simple critical analysis and revision based upon feedback.</p>

Achievement Indicators for Writing
Grade 3

Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>6.3.1 Write paragraphs with a focus on</p> <ul style="list-style-type: none"> • a topic sentence • supporting details • concluding statement 	<p>inability to write expository paragraphs with a clear topic and sufficient supporting details.</p> <p>lack of a topic sentence.</p> <p>random facts that do not support topic or thesis.</p>	<p>minimal simple expository paragraphs with a clear topic and a few details.</p> <p>undeveloped topic sentences.</p> <p>facts that may not support the topic, topic sentence or thesis.</p> <p>use of inaccurate and/or inappropriate facts.</p>	<p>expository paragraphs that develop a clear topic with appropriate facts and details.</p> <p>clear topic sentences.</p> <p>facts that support the topic, topic sentences or thesis.</p> <p>some details that support the topic.</p>	<p>expository paragraphs that develop and extend the topic with appropriate facts and evidence, and provide convincing support.</p> <p>well-developed and clear topic statements.</p> <p>development and extension of the topic.</p> <p>convincing supporting evidence.</p>
<p>With assistance, write multiple paragraph papers with a focus on</p> <ul style="list-style-type: none"> • beginning, middle, and end • a thesis statement 	<p>inability to write multiple paragraph papers.</p> <p>inability to present a clear beginning, middle, or end.</p> <p>inability to write a thesis statement.</p>	<p>simple paragraphs with a beginning and middle but no clear or appropriate conclusion.</p> <p>limited ability to develop a thesis statement.</p>	<p>multiple paragraphs with a clear beginning, middle, and end.</p> <p>a clear thesis statement.</p>	<p>multiple paragraphs with a developed beginning, middle and end.</p> <p>a concluding statement.</p> <p>an independently written thesis statement.</p>

Achievement Indicators for Writing
Grade 3

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>6.3.2 Write paragraphs about experiences and/or events that are appropriate to audience and purpose that include</p> <ul style="list-style-type: none"> • logical sequence • character • setting <p>With assistance, write paragraphs about experiences and/or events that are appropriate to audience and purpose that include</p> <ul style="list-style-type: none"> • plot • dialogue 	<p>attempts to write narratives and/or descriptions.</p> <p>lack of sequential development.</p> <p>lack of character development.</p> <p>lack of details about setting.</p> <p>telling rather than showing details.</p> <p>no understanding of voice and purpose.</p> <p>inability to develop a logical plot and provide dialogue.</p>	<p>incomplete or insufficient narratives and/or descriptions.</p> <p>incomplete sequence of events.</p> <p>minimally developed setting, characters, and events.</p> <p>telling rather than showing details.</p> <p>no connection with the reader because of weak voice.</p> <p>minimal development of a logical plot.</p> <p>attempts simple dialogue.</p>	<p>complete narratives and/or descriptions.</p> <p>complete sequence.</p> <p>adequate development of setting, characters, and sequence of events.</p> <p>details and descriptors that add to setting, characters, and sequence of events.</p> <p>connection with reader through adequate voice.</p> <p>beginning use of plot to provide a complete narration.</p> <p>beginning use of dialogue.</p>	<p>cohesive and effective narratives and/or descriptions.</p> <p>complete sequence which engages the reader.</p> <p>thorough development of setting, characters, and logical sequence of events and plot.</p> <p>vivid descriptions with showing details rather than just telling.</p> <p>engaging voice.</p> <p>effective use of plot.</p> <p>ability to use effective dialogue.</p>

Achievement Indicators for Writing
Grade 3

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.3.3 Write poetry.	<p>minimal creation of a variety of poetry even with teacher assistance.</p> <p>minimal completion of fill-ins.</p> <p>poetry lacks a sense of direction.</p>	<p>minimal creation of a variety of poetry.</p> <p>independent completion of fill-ins.</p> <p>use of limited and simple word choice.</p> <p>minimal correct use of simple figurative language.</p>	<p>creation of a variety of poetry.</p> <p>use of models to create poetry.</p> <p>use of some word choice to engage the reader.</p> <p>use of various simple forms of figurative language.</p> <p>use of simple imagery.</p> <p>use of simple sound devices.</p>	<p>independent creation of a variety of poetry.</p> <p>exploration of poetry options outside of class.</p> <p>use of vivid word choice in developing attitude and voice.</p> <p>use of various forms of figurative language.</p> <p>use of vivid imagery.</p> <p>use of sound devices to enhance poetry.</p>

Achievement Indicators for Writing
Grade 3

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.3.4 Write responses to literary text.	ineffective attempts to write responses to literary selections.	attempts to write responses to literary selections.	adequate responses to literary selections.	responses that clearly support the literary selections.
	no examples to support response ideas.	few examples to support response ideas.	examples to support response ideas.	a response supported by specific evidence and details.
	little or no supporting evidence.	lack of supporting evidence and details.	adequate supporting evidence and details.	accurate details and effective simple quotations.
	examples of personal experiences that do not relate to the text.	few examples of personal experience or background knowledge that relates to the text.	possible use of quotes from text to support ideas and details.	personal experience or background knowledge that relates to text.
With assistance , summarize information.	inability to summarize without plagiarizing.	attempts to summarize but may plagiarize and just retell.	adequate summary.	effective summarization of important information, often independently.
With assistance , write responses that demonstrate an understanding of setting.	inability to write responses that demonstrate an understanding of setting.	limited ability to write responses that demonstrate a minimal understanding of setting.	responses that show an understanding of setting.	independent responses that show an understanding of setting.

Achievement Indicators for Writing
Grade 3

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>6.3.6 Write an opinion statement.</p> <p>With assistance, write persuasive paragraphs that include supporting evidence.</p> <p>With assistance, write persuasive essays and compositions that include supporting evidence.</p>	<p>inability to write an opinion statement.</p> <p>incoherent position or opinion.</p> <p>lack of focus.</p> <p>inability to reflect personal experience and/or background knowledge related to topic.</p> <p>no clear supporting details.</p> <p>inability to create persuasive paragraphs and essays that include relevant supporting evidence.</p>	<p>incomplete opinion statement.</p> <p>lack of convincing position or opinion.</p> <p>minimal focus.</p> <p>minimal relevant personal experience and/or background knowledge.</p> <p>lack of details to support opinions.</p> <p>paragraphs and essays generally lack support and/or are incomplete or too general to sustain a position.</p>	<p>complete opinion statements.</p> <p>a convincing position or opinion.</p> <p>sustained focus.</p> <p>relevant personal experience and/or background knowledge.</p> <p>use of supporting details for opinion.</p> <p>creation of simple persuasive paragraphs and essays with adequate supporting details.</p>	<p>comprehensive opinion statements.</p> <p>convincing and relevant opinion.</p> <p>alignment of supporting details to maintain the focus of the topic.</p> <p>personal experience that enhances the topic.</p> <p>independent creation of more complex persuasive paragraphs and essays with relevant supporting evidence.</p>

Achievement Indicators for Writing
Grade 3

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose..				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.3.7 Write friendly letters following an established format.	<p>minimal writing of friendly letters following an established format.</p> <p>minimal inclusion of complete information necessary for clear communication.</p> <p>inability to establish a format.</p> <p>lack of organized and sequenced information.</p> <p>inability to use language to address audience and/or purpose and format.</p>	<p>minimal writing of friendly letters following a given format.</p> <p>missing or extraneous information creating confusion in communication.</p> <p>minimal use of appropriate format.</p> <p>minimally organized and sequenced of information.</p> <p>minimal use of language specific for format, audience, and/or purpose.</p>	<p>friendly letters following an appropriate format.</p> <p>inclusion of information necessary for clear communication.</p> <p>use of appropriate format.</p> <p>organized and sequenced information.</p> <p>use of language specific for format, audience, and/or purpose.</p>	<p>friendly letters following a format.</p> <p>inclusion of information necessary for clear communication.</p> <p>use of accurate, appropriate format.</p> <p>organized and sequenced information.</p> <p>language that is insightful, clear, and expressive.</p> <p>use of effective language for the specific format.</p>

Achievement Indicators for Writing
Grade 3

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose..				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.3.8 Write instructions to complete tasks.	<p>inability to write complete instructions.</p> <p>simple lists.</p> <p>missing or out of order steps.</p> <p>incomplete phrases or fragments.</p> <p>lack of an intended end product or conclusion.</p>	<p>limited ability to write complete instructions.</p> <p>non sequential steps.</p> <p>listed steps.</p> <p>unclear or confusing sentences.</p> <p>steps that lead to an unintended product or conclusion.</p>	<p>complete instructions.</p> <p>sequential steps.</p> <p>clear and concise sentences.</p> <p>a procedure that relates to the task.</p> <p>logical steps that lead to the intended conclusion.</p>	<p>complete instructions.</p> <p>logical, sequential steps.</p> <p>clear details and concise sentences.</p> <p>relevant tasks.</p> <p>logical steps that lead to end product.</p>

Achievement Indicators for Writing
Grade 3

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose..				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>6.3.9 Write research papers by</p> <ul style="list-style-type: none"> • formulating and recording questions • identifying and collecting information • recording information from sources • organizing collected information • documenting sources 	<p>inability to write research papers.</p> <p>use of a broad research topic.</p> <p>inability to identify or collect information.</p> <p>inability to write introductions and/or conclusions.</p> <p>inability to produce topic sentences.</p> <p>inability to use facts that support topic, topic sentences, and/or thesis.</p> <p>limited ability to use information.</p> <p>inability to use a source.</p> <p>inability, even with assistance, to summarize information.</p>	<p>minimal write research papers.</p> <p>inability to choose and narrow a research topic.</p> <p>minimal location and collection of information.</p> <p>incomplete introductions and/or conclusions.</p> <p>incomplete topic sentences.</p> <p>minimal use of facts to support topic, topic sentences, and/or thesis.</p> <p>minimal use of sources.</p> <p>simple summaries that include the main ideas.</p>	<p>research papers that develop a topic.</p> <p>narrowed research topic.</p> <p>location and collection of information.</p> <p>adequate introductions and conclusions.</p> <p>development of clear topic sentences.</p> <p>use of facts that support the topic, topic sentences, and/or thesis.</p> <p>accurate and appropriate facts.</p> <p>use of sources of information.</p> <p>simple summaries that include main ideas and a few general, supporting details.</p>	<p>well-developed research papers.</p> <p>narrowed research topic.</p> <p>effective location and collection of source information.</p> <p>engaging introductions and conclusions.</p> <p>topic sentences that show insight into the topic.</p> <p>convincing evidence and support.</p> <p>facts, opinions, and details that are relevant to topic.</p> <p>use of sources of information.</p> <p>simple summaries.</p>
With assistance, summarize information.				

Achievement Indicators for Listening and Speaking
Grade 3

Listening and Speaking Achievement Indicators Grade 3				
Content Standard 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>7.3.1 Listen for a variety of purposes including</p> <ul style="list-style-type: none"> • gaining information • being entertained • understanding directions <p>Listen for and identify</p> <ul style="list-style-type: none"> • main idea • purpose • messages • mood • tone 	<p>ability to listen primarily for entertainment.</p> <p>limited ability to listen for the purpose of gaining information and understanding simple directions.</p> <p>limited ability to listen for and identify main idea.</p> <p>ability to restate some details.</p> <p>limited ability to listen for and identify purpose and messages.</p> <p>limited ability when given a set of choices, to listen for and identify mood and tone.</p>	<p>ability to listen for the purpose of being entertained and gaining information.</p> <p>limited ability to listen for the purpose of understanding simple directions.</p> <p>limited ability to listen for and identify main idea, purpose, messages, mood, and tone.</p>	<p>ability to listen for a variety of purposes including gaining information, being entertained, and understanding directions.</p> <p>ability to listen for and identify main idea, purpose, messages, mood, and tone.</p>	<p>ability to listen and make relevant connections to self and/or message being presented for a variety of purposes including gaining information, being entertained and understanding directions.</p> <p>ability to listen for, identify, and make relevant connections to self and/or message being presented regarding main idea, purpose, messages, mood, and tone.</p>

Achievement Indicators for Listening and Speaking
Grade 3

Content Standard 7.0 (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Listen to and retell ideas with supporting details. With assistance , listen to and distinguish fact from opinion.	limited ability to listen to oral information and restate some details.	limited ability to listen to and retell ideas with supporting details.	ability to listen to and retell ideas with supporting details.	ability to listen to and explain ideas with supporting details.
	limited ability to retell details when listening to oral communication. inability to distinguish fact from opinion when listening to oral communication.	ability to retell details when listening to oral communication. limited ability to distinguish fact from opinion when listening to oral communication and when given a format.	limited ability to distinguish fact from opinion when listening to oral communication.	ability to listen to and distinguish fact from opinion.
With assistance , listen to and summarize ideas and supporting details.	limited ability to listen to and retell details.	limited ability to listen to and retell some ideas with few supporting details when given a format.	limited ability to listen to and summarize ideas and supporting details.	ability to listen to and summarize ideas and supporting details.
7.3.2 Listen to and respond to oral communication With assistance , listen to and evaluate content of oral communications	limited ability to listen to and respond to oral communication with few details including details that may be irrelevant.	limited ability to listen to and respond to oral communication.	ability to listen to and respond to oral communication with relevant information.	ability to listen to and respond to oral communication by summarizing and extending information.
	limited ability to listen to and retell some details, but is unable to evaluate content of oral communications.	limited ability to listen to and retell some ideas with few supporting details, and begins to evaluate content of oral communications.	limited ability to listen to and evaluate content of oral communications.	ability to listen to and evaluate content of oral communications.

Achievement Indicators for Listening and Speaking
Grade 3

Content Standard 7.0 (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
7.3.3 Expand vocabulary through listening.	limited ability, yet seldom, expands vocabulary through listening.	limited ability to expand vocabulary through listening.	ability to expand vocabulary through listening.	ability to expand, explain, and use vocabulary learned through listening.
7.3.4 Listen for and identify dialect.	ability to listen for and recognize that the dialect is different from their own.	ability to listen for and recognize that the dialect is different from their own.	ability to listen for and identify dialect.	ability to use different dialects in oral communication.
Listen for and identify the use of formal and informal language.	limited ability to listen for formal and informal language. inability to identify the use of formal and informal language.	ability to listen for formal and informal language. limited ability to identify the use of formal and informal language.	ability to listen for formal and informal language. ability to identify the use of formal and informal language.	ability to use formal and informal language in appropriate situations.
With assistance , listen for and identify social and academic language	limited ability to listen for, but is unable to identify social and academic language.	limited ability to listen for and begins to identify social and academic language.	limited ability to listen for and identify social and academic language.	ability to listen for and identify social and academic language.
7.3.5 Actively listen to a speaker.	unable to actively listen to a speaker.	ability to actively listen to a speaker for a limited amount of time.	ability to actively listen to a speaker.	ability to actively listen to and respond appropriately to a speaker.
Listen to and participate in conversations.	ability to listen to conversations for a short time. limited ability to participate.	ability to listen to and participate in a limited manner in conversations.	ability to listen to and participate in conversations.	ability to listen to and participate in conversations and stay on topic.
With assistance , listen to and evaluate constructive feedback.	limited ability to listen to and is able to restate feedback.	limited ability to listen to and apply constructive feedback.	limited ability to listen to and evaluate constructive feedback.	ability to listen to, evaluate, and use constructive feedback.
With assistance , provide constructive feedback.	inability to provide appropriate feedback.	limited ability to provide some constructive feedback when given a format.	limited ability to provide constructive feedback.	ability to provide constructive feedback.

Achievement Indicators for Listening and Speaking
Grade 3

Content Standard 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
8.3.1 Give directions to complete tasks.	ability to listen to and follow simple directions.	ability to give simple directions to complete tasks.	ability to give directions to complete tasks.	ability to give directions to complete more complex tasks.
Ask questions to clarify directions.	inability to give clear and complete directions to complete tasks. limited ability to ask questions.	limited ability to ask questions to clarify directions.	ability to ask questions to clarify directions.	ability to explain directions.
8.3.2 Use precise language to describe <ul style="list-style-type: none"> • feelings • experiences • observations • ideas 	ability to describe feelings, experiences, and observations. limited ability to describe ideas.	ability to describe feelings, experiences, observations, and ideas.	ability to use precise language to describe feelings, experiences, observations, and ideas.	ability to use precise language to describe and explain feelings, experiences, observations, and ideas.
Apply Standard English to communicate ideas.	limited ability to apply Standard English to communicate ideas.	ability to apply Standard English to communicate ideas but makes common mistakes (e.g., hurted, me and Mary, subject/verb agreement).	ability to apply Standard English to communicate ideas.	ability to apply Standard English to communicate and clarify ideas.

Achievement Indicators for Listening and Speaking
Grade 3

Content Standard 8.0 (continued)				
Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>8.3.3 Use public speaking techniques to deliver presentations with appropriate</p> <ul style="list-style-type: none"> • prosody • volume • eye contact • enunciation • posture • expressions • audience • purpose <p>Communicate information by</p> <ul style="list-style-type: none"> • maintaining a clear focus • following a logical sequence <p>With assistance, communicate information by illustrating information with media aids.</p> <p>Communicate statements that express an opinion.</p> <p>With assistance, defend a position using evidence.</p>	<p>inability to use public speaking techniques to deliver presentations with appropriate prosody, enunciation, expressions, audience, and purpose.</p> <p>limited ability to use public speaking techniques to deliver presentations with appropriate volume, eye contact, and posture.</p> <p>limited ability to communicate information.</p> <p>limited ability to communicate information when given a format.</p> <p>limited ability to communicate statements that express an opinion using simple thoughts and ideas.</p> <p>inability to defend a position using evidence.</p>	<p>limited ability to use public speaking techniques to deliver presentations with appropriate prosody, enunciation, expressions, audience, and purpose.</p> <p>ability to use public speaking techniques to deliver presentations with appropriate volume, eye contact, and posture.</p> <p>limited ability to communicate information maintaining a clear focus and following a logical sequence.</p> <p>limited ability to communicate information by illustrating information with a media aid.</p> <p>limited ability to communicate statements that express an opinion.</p> <p>limited ability to defend a position.</p>	<p>ability to use public speaking techniques to deliver presentations with appropriate prosody, volume, eye contact, enunciation, posture, expressions, audience, and purpose.</p> <p>ability to communicate information by maintaining a clear focus and following a logical sequence.</p> <p>limited ability to communicate information by illustrating information with media aids.</p> <p>ability to communicate statements that express an opinion.</p> <p>limited ability to defend a position using evidence.</p>	<p>ability to use public speaking techniques to deliver presentations with appropriate prosody, volume, eye contact, enunciation, posture, expressions, audience, and purpose.</p> <p>ability to communicate information by maintaining a clear focus, following a logical sequence, and using visual aids.</p> <p>ability to communicate information by illustrating information with media aids.</p> <p>ability to communicate statements that express and defend an opinion.</p> <p>ability to defend a position using evidence.</p>

Achievement Indicators for Listening and Speaking
Grade 3

Content Standard 8.0 (continued)				
Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
8.3.4 Contribute to conversations and discussions about a given topic.	limited ability to contribute to conversations and discussions.	limited ability to contribute to conversations and discussions about a given topic.	ability to contribute to conversations and discussions about a given topic.	ability to contribute to conversations and discussions about a given topic with more in depth details.
Respond to conversations and discussions about a given topic.	inability to distinguish between relevant and irrelevant information.	limited ability to distinguish between relevant and irrelevant information.	ability to distinguish between relevant and irrelevant information.	ability to distinguish between relevant and irrelevant information.
Ask relevant questions to clarify information.	inability to ask questions to clarify information.	limited ability to ask simple relevant questions to clarify information.	ability to ask relevant questions to clarify information.	ability to ask relevant questions to clarify and extend information.
With assistance , take a leadership role in conversations and discussions.	inability to take a leadership role in conversations and discussions.	limited ability to take a leadership role in conversations and discussions when there is a given format.	limited ability to take a leadership role in conversations and discussions.	ability to take a leadership role in conversations and discussions.