

# 3rd Grade ELA

## Levels of Understanding

## How is my understanding of 3rd Grade Reading Literature standards?

**RL 3.1: Ask and answer questions to demonstrate understanding of a fictional text, referring explicitly to the text as the basis for the answers.**

**I am a level 3 when I can do the following on my own:**

- Ask and answer questions about the text (Unit 1)
- Provide evidence based answers to questions (Unit 1)
- Justify my thinking by referencing the text (Unit 1)
- Draw conclusions using fictional text (Unit 2)

**I am a level 2 progressing toward grade level**

- Demonstrate the difference between a question and statement (Unit 1)
- Ask and answer simple *who, what, when, where, why, and how* questions (Unit 1)
- Make and check predictions (Unit 2)
- Use pictures in a text to draw conclusions (Unit 2)

**RL 3.2: Recount fictional stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**

**I am a level 3 when I can do the following on my own:**

- Provide a statement for the central message, lesson, or moral of a story
- Explain how a central message is shown through text details
- Give a recount of the story

**I am a level 2 progressing toward grade level when I:**

- Understand some stories teach lessons
- Determine the central message/lesson of a fictional text
- Give a recount of the story
- Understand the difference in a central message and key detail

**RL 3.3: Describe characters in a story and explain how their actions contribute to the sequence of events.**

**I am a level 3 when I can do the following on my own:**

- Sequence the key ideas and events of a story
- Provide a description of characters in a story (traits, motivations, feelings, etc.)
- Describe characters (feelings, actions, sayings, traits) and events in a story using specific text details
- Explain how a character's actions contribute to the sequence of events

**I am a level 2 progressing toward grade level when I:**

- Identify major and minor events
- Identify major and minor characters
- Understand the plot of a story
- Understand character actions, feelings, thoughts, and sayings

**RL 3.6: Distinguish their own point of view from that of the narrator or those of the characters.**

**I am a level 3 when I can do the following on my own:**

- Identify the author's purpose
- Determine the character's and the narrator's point of view
- Identify the reader's personal point of view
- Distinguish the reader's point of view from the narrator's or character's point of view

**I am a level 2 progressing toward grade level when I:**

- Understand that authors write from different points of view
- Identify a text written in first person point of view
- Identify a text written in third person point of view
- Understand that a story can have many perspectives (a character's, author's, narrator's, and reader's)

**RL 3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.**

**I am a level 3 when I can do the following on my own:**

- Identify and describe the settings of two or more texts
- Identify and describe the character's actions in two or more texts
- Recount the plot of two or more texts, and identify the central message in both
- Compare and contrast the themes, settings, and plots of two or more texts

**I am a level 2 progressing toward grade level when I:**

- List and describe the story elements of two texts
- Understand the difference in comparing and contrasting
- Identify compare and contrast transition words in a text
- Can recount a text

## How is my understanding of 3rd Grade **Reading Informational** standards?

**RI 3.1: Ask and answer questions to demonstrate understanding of a nonfiction text, referring explicitly to the text as the basis for the answers.**

**I am a level 3 when I can do the following on my own:**

- Ask and answer questions about the topic and key details (Unit 1)
- Provide evidence based answers to questions about the text (Unit 1)
- Justify my thinking by referencing the text (Unit 1)
- Draw conclusions using nonfiction text (Unit 3)

**I am a level 2 progressing toward grade level when I:**

- Demonstrate the difference between a question and statement (Unit 1)
- Ask and answer simple *who, what, when, where, why, and how* questions (Unit 1)
- Make and check predictions (Unit 3)
- Use pictures in a text to draw conclusions (Unit 3)

**RI 3.2: Determine the main idea of a nonfiction text; recount the key details and explain how they support the main idea.**

**I am a level 3 when I can do the following on my own:**

- Determine the main idea and key details of a text
- Understand how details support the main idea
- Give a recount of the text

**I am a level 2 progressing toward grade level when I:**

- State the main topic of a text
- Identify repeated words and phrases in a text
- Understand the difference in a detail and main idea
- Use text features to help with understanding the text

**RI 3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.**

**I am a level 3 when I can do the following on my own:**

- Identify the text structure of a nonfiction text.  
(5 structures: cause & effect, description, procedural, problem & solution, compare & contrast)
- Identify signal words used to determine the text structure.
- Explain how ideas, events, and steps are connected.

**I am a level 2 progressing toward grade level when I:**

- Match signal words to correct text structure
- Identify how one event can cause another
- Identify details that relate to each other
- Connect the graphic organizer to the text structure

**RI 3.5: Use text features and search tools to locate information relevant to a given topic efficiently.**

**I am a level 3 when I can do the following on my own:**

- Use text features to locate relevant information on a topic (Unit 3)
- Explain the importance of particular text features (Unit 3)
- Use and recognize digital tools such as sidebars and hyperlinks (Unit 3)

**I am a level 2 progressing toward grade level when I:**

- Understand the author uses text features to help readers (Unit 1)
- Understand text features are important to nonfiction texts (Unit 1)
- Recognize text features from a text (Unit 1)

**RI 3.6: Distinguish their point of view from that of the author of a text.**

**I am a level 3 when I can do the following on my own:**

- Identify the author's purpose for writing the text  
(persuade, inform, entertain, explain, and describe)
- Identify the reader's personal point of view about the topic of the text
- Identify the author's point of view in a text
- Distinguish between the author's point of view and reader's point of view

**I am a level 2 progressing toward grade level when I:**

- Understand authors write for different purposes (persuade, inform, entertain, explain, or describe)
- Distinguish statements from being a fact or opinion
- Establish my own thoughts on a topic and decide if that is the same as the author or different

**RI 3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.**

**I am a level 3 when I can do the following on my own:**

- Identify important points presented in nonfiction texts
- Identify supporting details presented in nonfiction texts
- Compare and contrast through writing the most important details presented by two texts on the same topic

**I am a level 2 progressing toward grade level when I:**

- Explain what it means to compare and contrast
- Identify the topics of two nonfiction texts
- Use a graphic organizer to list the important details from the two texts

# How is my understanding of 3rd Grade **Writing** standards?

## **W 3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.**

### I am a level 3 when I can do the following on my own:

- Introduce a topic clearly and state an opinion
- Create an organized structure
- Provide reasons that support the opinion
- Use linking words and phrases to connect opinion and reasons
- Provide a concluding statement or section

### I am a level 2 progressing toward grade level when I:

- Use a graphic organizer to establish reasons and evidence for topic
- Explain the difference between a fact and opinion
- Describe qualities of a well stated opinion
- Understand that opinions must be supported with facts, evidence, and reasons

## **W 3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

### I am a level 3 when I can do the following on my own:

- Introduce a topic clearly and group related information in paragraphs or sections
- Develop a topic with facts, definition, and concrete details
- Use linking words and phrases to connect ideas within categories of information
- Provide a concluding statement or section

### I am a level 2 progressing toward grade level when I:

- Identify a topic of a text
- Identify what type of categories/information a topic would need
- Identify transition words in an informational text and understand how they connect ideas
- Identify and label the introduction and conclusion of a text

## **W 3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

### I am a level 3 when I can do the following on my own:

- Establish a situation and introduce a narrator and/or characters
- Organize an event that unfolds naturally
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations
- Use transition words and phrases to signal event order
- Provide a sense of closure

### I am a level 2 progressing toward grade level when I:

- Create a storyboard (show development of events)
- Identify a character and provide a list of traits
- Identify and understand how transition words are used

- Understand a narrative is organized and has a closure