Grade 3: Reading Literary Text Targets 1–7

Student Just Entering Standard Nearly Met Should Be Able To:

- Use some details and information from text to partially support answers or basic inferences.
- In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text.
- In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources.
- In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message.
- Explain how information is presented or connected within or across texts of low-to-moderate complexity.
- Specify or compare relationships across texts of low-to-moderate complexity.
- Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity.

Student Just Entering Standard Met Should Be Able To:

- Use explicit details and information from texts of moderate complexity to support answers or basic inferences.
- Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity.
- Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity.
- Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity.
- Specify and compare or contrast relationships across texts of moderate complexity.
- Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity.
- Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.

Student Just Entering Standard Exceeded Should Be Able To:

- Use explicit details and information from the text to support answers and basic inferences in highly complex texts.
- Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts.
- Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts.
- Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts.
- Specify, compare, and contrast relationships across highly complex texts.
- Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts.
- Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.

Grade 3: Reading Informational Text Targets 8–14

Student Just Entering Standard Nearly Met Should Be Able To:

- Use some details and information from text to partially support answers or basic inferences.
- In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text.
- In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources.
- In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message.
- Explain how information is presented or connected within or across texts of low-to-moderate complexity.
- Specify or compare relationships across texts of low-to-moderate complexity.
- Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity.
- Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.

Student Just Entering Standard Met Should Be Able To:

- Use explicit details and information from texts of moderate complexity to support answers or basic inferences.
- Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity.
- Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity.
- Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity.
- Specify and compare or contrast relationships across texts of moderate complexity.
- Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity.
- Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.

Student Just Entering Standard Exceeded Should Be Abe To:

- Use explicit details and information from the text to support answers and basic inferences in highly complex texts.
- Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts.
- Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts.
- Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts.
- Specify, compare, and contrast relationships across highly complex texts.
- Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts.
- Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.
- Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.

Grade 3: Writing Text Targets 1–10

Student Just Entering Standard Nearly Met Should Be Able To:

- Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.
- Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author's craft with possible demonstration of purpose.
  Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion.
- Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion.
- Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback).
- Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion.
- Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion.
- With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts.
- Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
- Use tools of technology to produce texts with minimal support (e.g., whole broken into parts).

Student Just Entering Standard Met Should Be Able To:

- Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.
- Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author's craft with minimal demonstration of purpose.
- Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion.
- Use text features in information texts to enhance meaning without support.
- Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion.
- Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion.
- Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text.
- Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
- Without support, use tools of technology to produce texts.

Student Just Entering Standard Exceeded Should Be Abe To:

- Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose.
- Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author's craft appropriate to purpose.
- Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion.
- Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion.
- Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion.
- Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts.
- Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to produce texts.

Grade 3: Speaking and Listening Targets 1–10

Student Just Entering **Standard Nearly Met** Should Be Able To:

- Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing).

Student Just Entering **Standard Met** Should Be Able To:

- Interpret and use information delivered orally or audio-visually without support.

Student Just Entering **Standard Exceeded** Should Be Abe To:

- Begin to critically interpret and use information delivered orally or audio-visually.