



**ADW Academic Standards
Report Card Guide Sheets**

Grade: Third Subject: Language Arts

Report Card Standard	<u>Word Recognition, Fluency, and Vocabulary</u> Uses sentence and word context to find the meaning of unknown words.		
Learning Targets by Quarter			
1	2	3	4
<p>I can:</p> <p>Use schema, relevant background knowledge, prior knowledge, or just plain experience when finding the meaning of unknown words in a sentence.</p>	<p>I can:</p> <p>Use synonyms and antonyms to understand the meaning of unknown words in a sentence.</p>	<p>I can:</p> <p>Use both sentence parts and knowledge of multi meaning words to understand the definition of unknown words.</p>	<p>I can:</p> <p>Use root words, suffixes, and prefixes to find the meaning of unknown words.</p>
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
<p>Student can:</p> <p>Understand the meaning of an unknown word in a sentence. <i>For example...</i> Jesus showed compassion when he washed the feet of the poor.</p>	<p>Student can:</p> <p>Understand that ‘mercy’ is a synonym for compassion. Jesus showed mercy when he washed the feet of the poor.</p> <p>Understand that ‘hatred’ is an antonym for compassion. Jesus did not show hatred when he washed the feet of the poor.</p>	<p>Student can:</p> <p>Identify that some words have multiple meanings. Using sentences, students would select correct definition.</p> <p><i>Tell which definition is correct for the bold word:</i> The third grader loafed around the house the day before school started. A. Having to do with bread B. Sitting around</p>	<p>Student can:</p> <p>Identify the prefix or/and suffix of the word. Then use both the meaning of the root word and prefix or suffix to find the meaning of the unknown word. <i>For example...</i> The hopeful teacher met his new students enthusiastically.</p> <p>Understand the meaning of unknown compound words and words with a prefix/suffix in a</p>



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			sentence. <i>For example...</i> The vacation was unbelievable!
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Report Card Standard	<u>Word Recognition, Fluency, and Vocabulary</u> Reads grade level texts (narrative and expository) aloud fluently and accurately with appropriate changes in voice and expression		
Learning Targets by Quarter			
1	2	3	4
I can: Read, with 70% accuracy, aloud basic grade level text using phonics skills, knowledge of sight words, and appropriate pauses at punctuation.	I can: Read aloud, with 75% accuracy, in fluency with sometimes using expression throughout a text with more difficult word families.	I can: Read aloud, with 80% accuracy, in fluency often using expression throughout a text with more difficult word families and multiple syllable words.	I can: Read aloud, with 85% accuracy, in fluency in any narrative and or expository text with appropriate change and voice and expression.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Listen to grade level text read to him/her. Use phonics decoding skills for unknown words. Pause, breathe, look up at periods and/or commas.	Student can: Read with appropriate volume. Student take notes of all punctuation and demonstrates pauses and mood of characters. Read the passage in a timely manner.	Student can: Comfortably read with an appropriate volume. Decode multiple syllable words with minimum difficulty. Stress appropriate words and phrases to show understanding of mood and tone of text.	Student can: Volume should vary to convey meaning of text. Use inflection to demonstrate understanding of all punctuation.



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Report Card Standard	<u>Reading Comprehension</u> Uses a variety of comprehension strategies to understand what is read.		
Learning Targets by Quarter			
1	2	3	4
<p>I can:</p> <p>Identify main idea of a grade level text with supporting details.</p> <p>Use text features to learn information about the text.</p>	<p>I can:</p> <p>Make a prediction based on story events.</p> <p>Identify the author's purpose of the text.</p> <p>Figure out the problem and solution of the story.</p>	<p>I can:</p> <p>Compare and contrast characters, settings, and two similar stories.</p> <p>Figure out cause and effect of several events in a story.</p>	<p>I can:</p> <p>Summarize the beginning, middle, and end of a story both verbally and written.</p> <p>Make a reasonable inference based on both facts from story and prior knowledge.</p>
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
<p>Student can:</p> <p>Name the main idea with two supporting facts.</p> <p>Use the title of the story to make a prediction of the theme of the story.</p>	<p>Student can:</p> <p>Determine whether the story is persuasive, informative, or for entertainment.</p> <p>State the problem and solution.</p>	<p>Student can:</p> <p>Use a Venn diagram to compare and contrast two characters.</p> <p>List at least three examples of cause and effect throughout a text.</p>	<p>Student can:</p> <p>Explain in two to three sentences.</p> <p>Make inferences about a story without teacher support.</p>



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Report Card Standard	<u>Reading Comprehension</u> Independently explores and reads a variety of grade level-appropriate texts		
Learning Targets by Quarter			
1	2	3	4
<p>I can:</p> <p>Identify two elements that make it text of the fiction or nonfiction genre.</p>	<p>I can:</p> <p>Identify the different sub-genres within fiction and nonfiction.</p>	<p>I can:</p> <p>Recognize different common types of literature.</p>	<p>I can:</p> <p>Choose a grade-level appropriate text and identify the genre and sub-genre of that text.</p>
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
<p>Student can:</p> <p>Distinguish between fiction and nonfiction texts.</p> <p>Ex: This story is fiction because it did not happen in real life and the animals speak.</p>	<p>Student can:</p> <p>Explain why a text is that sub-category of fiction or nonfiction.</p> <p>Ex: The story is humorous fiction because..</p>	<p>Student can:</p> <p>Identify different characteristics of each type of literature.</p> <p>Ex: This story was a play because it had stage directions.</p>	<p>Student can:</p> <p>Independently choose a 3rd grade level novel and present a report on the text.</p>



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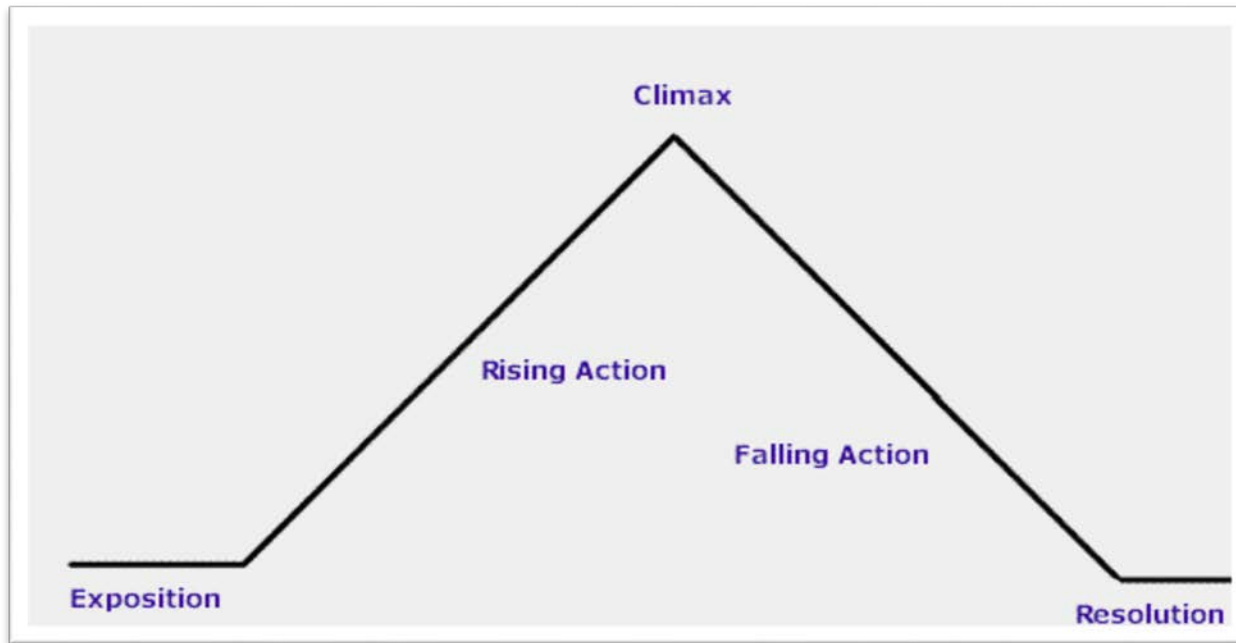
Report Card Standard	<u>Reading Comprehension</u> Identifies and discusses characters, theme, plot and setting in a wide variety of grade level appropriate literature.										
	Learning Targets by Quarter										
1	2	3	4								
I can: Identify major and minor characters.	I can: Identify and discuss setting.	I can: Discuss and analyze the plot of a story.	I can: Analyze and describe a story's theme.								
Work Sample for Meets the Grade Level Expectations at this Time by Quarter											
1	2	3	4								
Student can: Explain the role of character, how character developed through story, and character traits. Use a Venn Diagram to compare oneself to a character in a story.	Student can: Compare and contrast the settings throughout the story. Retell a part of a story using a different setting. For example, tell how life would be different for Ralph S. Mouse in <i>The Mouse and the Motorcycle</i> if it took place now.	Student can: Summarize and order the major events of a fiction text. Use this chart (or a similar chart) to put the events of a story in order. (attached) 	Student can: Know the difference between topic and theme. <table border="1" data-bbox="1459 990 1858 1258"> <thead> <tr> <th>Topic</th> <th>Theme</th> </tr> </thead> <tbody> <tr> <td>Courage</td> <td>It takes courage to do the right thing.</td> </tr> <tr> <td>Justice</td> <td>Actions have consequences.</td> </tr> <tr> <td>Honesty</td> <td>Always tell the truth.</td> </tr> </tbody> </table>	Topic	Theme	Courage	It takes courage to do the right thing.	Justice	Actions have consequences.	Honesty	Always tell the truth.
Topic	Theme										
Courage	It takes courage to do the right thing.										
Justice	Actions have consequences.										
Honesty	Always tell the truth.										



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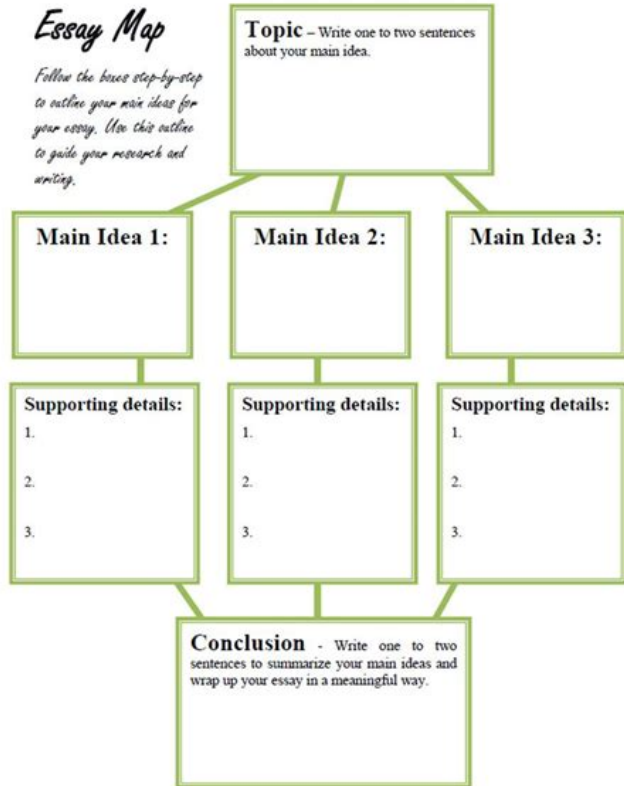
Report Card Standard	<u>Writing Process</u> Finds and discusses ideas for writing, maintaining a list of writing ideas.		
Learning Targets by Quarter			
1	2	3	4
I can: Respond to a prompt provided by teacher.	I can: Observe an illustration and write a list of ideas about the illustration.	I can: Use graphic organizers for writing.	I can: Keep a list of writing ideas generated on their own.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Properly use pictures, webbing, and lists to write a two or three sentence response.	Student can: Use pictures from books, magazines, or the internet to come up with a list of writing ideas.	Student can: Expand their ideas using a series of different types of organizers with little teacher assistance. (options attached)	Student can: Begin to make organized lists, webs, and word charts independently.



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Writing a paragraph

Main Idea:

Detail #1:

Detail #2:

Detail #3:

Concluding Sentence:

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Report Card Standard	<u>Writing Process</u> Demonstrates knowledge of the writing process including prewriting, drafting, revising and editing.		
Learning Targets by Quarter			
1	2	3	4
I can: Demonstrate knowledge of the writing process including prewriting, drafting, and revising.	I can: Demonstrate knowledge of the writing by following the process on their own using a checklist or list of rules.	I can: Demonstrate knowledge of the writing process including prewriting, drafting, revising, and editing their own writing as well as that of others using a checklist or list of rules.	I can: Demonstrate knowledge of the writing process including prewriting, drafting, revising and editing.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Students can: Prewrite, draft, and revise using teacher corrections. Know the meaning of editing marks and use them in simple sentences. (see chart)	Student can: Follow the steps in the writing process: <ol style="list-style-type: none"> 1. Prewrite 2. Draft 3. Revise 4. Edit Use the following flowchart to write a basic personal narrative.	Student can: Prewrite, draft, revise, and edit their own and other's for grammatical errors using the charts from Quarter 1 and 2.	Student can: Prewrite, draft, revise and edit their own and other's writing for grammatical errors as well as meaning and clarity.



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<p>Editing Marks</p> <ul style="list-style-type: none">≡ Capitalize a letter/ Change a capital letter to lowercase⊙ Insert a period^ Insert a word— Delete (take out)○ Fix the spelling~ Reverse letters or words¶ Indent paragraph <p>Retrieved using Bing.</p>	<p>The Writing Process</p> <pre>graph TD; Prewriting --> Writing; Writing --> Revising; Revising --> Editing; Editing --> Publishing_Sharing; Publishing_Sharing --> Responding; Responding --> Prewriting;</pre> <p>Retrieved using Bing.</p>		
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Report Card Standard	<u>Writing Applications</u> Writes for different purposes and to a specific audience or person.		
Learning Targets by Quarter			
1	2	3	4
I can: Identify two different purposes (narrative or informative) for writing a piece targeted to a specific audience.	I can: Draft a personal narrative and expository piece of writing.	I can: Edit and draft writing by forming paragraphs.	I can: Write for various purposes, and even more than one purpose at a time.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Identify the difference between narrative and informative writing. When given a piece of writing, tell the author's purpose.	Student can: <i>Sample topics:</i> <ul style="list-style-type: none"> • Write about a family vacation. • Tell about your most recent birthday party. Develop and organize context for a specific audience.	Student can: Edit a personal draft using editing marks. Make sure the paragraph makes sense and is free from grammatical errors.	Student can: <i>Examples:</i> <ul style="list-style-type: none"> • Describe a place of interest that gives factual information along with entertaining information. • Write ways to avoid boredom on a rainy day.



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Report Card Standard	<u>Writing Applications</u> Writes narratives with context for an action to take place and plot development.		
Learning Targets by Quarter			
1	2	3	4
I can: Order five events from a grade level text from a first read.	I can: Write a beginning, middle, end of a narrative with at least three sentences in each paragraph.	I can: Use and write with a variety of descriptive words to show their feelings and describe actions.	I can: Write a narrative with beginning, middle, and end that has at least five sentences with logical order and descriptive words.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Order 5 pre-written events from a grade level text.	Student can: Identify the beginning, middle, end of a third grade narrative. When given a writing prompt, create a basic narrative with at least nine sentences.	Student can: Add descriptive words to simple sentences. Enhance their narrative writing with a variety of descriptive words.	Student can: Write a narrative from a prompt with a strong beginning and ending sentence. Develop a well-written narrative with a concise plot with logical events. Student should use descriptive words.



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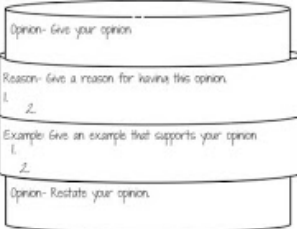

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Report Card Standard	<u>Writing Applications</u> Writes persuasive pieces that ask for an action or response.		
Learning Targets by Quarter			
1	2	3	4
I can: Identify elements of persuasive pieces both written and oral.	I can: Write two to three sentences to persuade the audience on a teacher-directed topic.	I can: Choose a topic to write three sentences to persuade the audience.	I can: Write persuasive pieces that ask for an action or response.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Read and listen to text and identify whether or not it is persuasive.	Student can: Read and write two to three sentences on a persuasive topic. Create an illustration with labels persuading the reader. Example topics/assignments listed in Quarter 3. Use the following chart to write persuasive piece:	Student can: Self-select a persuasive topic and read and write two to three sentences. Create a poster, brief speech, or commercial persuading the audience. <i>Examples of topics:</i> <ul style="list-style-type: none"> • School should/ shouldn't be optional • Pets should/shouldn't be allowed at school • Persuade someone to 	Student can: Write and or dictate a persuasive paragraph that elicits an action or response from the audience. Give a speech supporting/not supporting a group. Create a commercial convincing the audience to purchase your product.



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	<p>Persuasive Writing</p>    <p>Remember- giving 2 or 3 reasons and examples strengthens your argument and makes your writing more persuasive.</p> <p>Retrieved from http://www.teachingwithtlc.com/ using Bing.</p>	<p>give you a job/position.</p> <ul style="list-style-type: none">• Eating/no food in class.	
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Report Card Standard	<u>Language Conventions</u> Writes legibly in cursive		
Learning Targets by Quarter			
1	2	3	4
<p>I can:</p> <p>Model proper Strokes for the formation of lowercase cursive letters.</p> <p>Remind the students of the importance of legibility.</p>	<p>I can:</p> <p>Model the connection of the lower case letters to form words to each other.</p> <p>Model adequate spacing between letters when connecting.</p>	<p>I can:</p> <p>Model the proper formation of uppercase capital cursive letters.</p> <p>Model the construction of letters and words in a sentence.</p>	<p>I can:</p> <p>Model and present examples of a five-point essay written in cursive.</p>
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
<p>Student can:</p> <p>Demonstrate their ability to properly form the lowercase cursive letters.</p>	<p>Student can:</p> <p>Demonstrate their ability to properly form the lowercase cursive letters and connected them with proper spacing.</p>	<p>Student can:</p> <p>Write sentences completely in legible cursive.</p> <p>Write capital letters legibly.</p>	<p>Student can:</p> <p>Can construct complete five-point essay legibly in cursive.</p>



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Report Card Standard	<u>Language Conventions</u> Writes a variety of sentences for different purposes.		
Learning Targets by Quarter			
1	2	3	4
I can: Demonstrate and use statements and questions including correct punctuation.	I can: Demonstrate and use statements, questions, and commands including correct punctuation.	I can: Demonstrate and use statements, questions, commands, and exclamations including correct punctuation.	I can: Demonstrate and write paragraphs using a variety of sentences, including punctuation.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Write statements and questions with correct punctuation.	Student can: Write statements, questions, and commands with correct punctuation.	Student can: Write statements, questions, commands, and exclamations with correct punctuation.	Student can: Write paragraph(s) using statements, questions, commands, exclamations with correct punctuation.



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Report Card Standard	<u>Language Conventions</u> Writes using appropriate grade-level Standard English conventions.		
Learning Targets by Quarter			
1	2	3	4
I can: Model capitalization and correct punctuation in my writing.	I can: Introduce what is a complete thought.	I can: Introduce subjects as having singular and plural nouns and predicates as having different tense verbs.	I can: Introduce editing skills in teacher and student writing.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Write using correct capitalization and punctuation. Correct sentences that use incorrect capitalization and punctuation.	Student can: Identify run-ons, sentences, and fragments in their writing. Correct their writing.	Student can: Identify and use subjects and verbs that are in agreement in their writing.	Student can: Write using appropriate grade-level Standard English conventions.



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Report Card Standard	<u>Language Conventions</u> Spells grade-level words correctly.		
Learning Targets by Quarter			
1	2	3	4
I can: Present and model strategies blending grade-level consonant-vowel-consonant.	I can: Present and model how to form contractions, compound words, and multi-syllable words.	I can: Display and model strategies for identifying different spelling patterns.	I can: Provide materials and resources for students to work independently with different spelling conventions.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Spell correctly one syllable words that have blends using strategies that have been presented.	Student can: Identify and correctly spell contractions, compound words, and multi-syllable words in written form.	Student can: Understand and distinguish between different spelling patterns in written form.	Student can: Correctly use and incorporate spelling conventions independently in written form.



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Report Card Standard	<u>Listening and Speaking</u> Listens and appropriately responds to oral communication		
Learning Targets by Quarter			
1	2	3	4
I can: Model single-step directions, set expectations for appropriate responses, introduce expectations for multi-step directions.	I can: Reinforce practice for single step directions, provide opportunities for multi-step directions.	I can: Provide opportunities for single-step directions and multi-step directions, continue modeling multi-step directions.	I can: Provide opportunities for single-step directions and multi-step directions, continue modeling multi-step directions.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Follow single-step directions with modeling and acknowledge and respond appropriately to redirection.	Student can: Follow single-step directions with modeling without redirection. Follow multi-step directions with modeling and acknowledge and respond appropriately to redirection. Give concise, single-step directions for a peer to follow.	Student can: Follow single-step directions without modeling and without redirection. Follow multi-step directions without modeling and acknowledge and respond appropriately to redirection. Give concise, multi-step directions for a peer to follow.	Student can: Follow single-step directions without modeling and redirection. Follow multi-step directions without modeling and without redirection. Give concise multi-step directions for anyone to follow.



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Report Card Standard	<u>Listening and Speaking</u> Creates a brief oral presentation organized around a topic of interest.		
Learning Targets by Quarter			
1	2	3	4
I can: Model topic sentences, main idea, and supporting details.	I can: Model cohesive transitions between topic sentences and beginning sentences and middle and ending of paragraph.	I can: Model enhanced details that apply to the subject and introduce a concept such as cause and effect.	I can: Model appropriate vocabulary that will enhance participation and enthusiasm in the class.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Practice choosing topic sentences and identify main idea and supporting details.	Student can: Practice interesting and cohesive transitions between topic, beginning, middle, and end sentences. Write a short personal narrative about a family vacation, birthday party, sporting event, etc. and share aloud.	Student can: Practice using cause and effect skills to enhance the topic and keep interest. Write a summary of a story and share aloud. Give instructions for how to complete a task in the form of an oral presentation.	Student can: Practice enhancing common vocabulary for enhanced word choices that demonstrate the students' involvement and enthusiasm. Research a selected topic. Write about the topic and present it aloud.



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Report Card Standard	<u>Listening and Speaking</u> Delivers a brief oral presentation organized around a topic of interest using appropriate grade-level Standard English conventions.		
	Learning Targets by Quarter		
1	2	3	4
I can: Model how to share a loud during morning meeting and model how to organize thoughts and information in a graphic organizer.	I can: Guide students in research and use of credible sources and websites.	I can: Model how to take information from graphic organizer and research to put together cohesive sentences and paragraphs.	I can: Model a brief oral presentation to the students.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Share thought to a group. Organize thoughts by using a graphic organizer.	Student can: Use research techniques and gather information from credible websites.	Student can: Create cohesive sentences based on information from research and graphic organizer.	Student can: Deliver a brief oral presentation organized around a topic of interest using appropriate grade-level standard English conventions.