

Douglas County School District Third Grade ELA Grading Guide: Quarter Two

Reading Foundational Skills

Knows and applies grade level phonics and word recognition skills

- Identify common root words
- Identify common spelling patterns and letter sound correspondence
- Recognize and read words containing regular plurals, irregular plurals, and possessives
- Read and spell words containing r-controlled vowels and silent letters
- Read and spell words containing irregular vowel patterns

Reads on-level text fluently with purpose and understanding

- Use self-correction (as needed) when reading
- Reads at a minimum of 105 WPM

Identifies and knows the meaning of common prefixes and suffixes

- Identify and infer meaning of common prefixes (e.g., un-, re-, dis, in-) and suffixes (e.g., -tion, -ous, -ly)
- Identify and know the meaning of derivational suffixes (used to turn verbs into nouns)

Language

Uses correct grammar, capitalization, punctuation, & spelling

- Write simple and compound sentences
- Use appropriate capitalization for words in titles
- Identify and use commas correctly in an address
- Identify when quotation marks should be used
- Identify and use nouns (singular, plural, possessive) correctly
- Use common rules of spelling for high-frequency words
- Use common rules of spelling when adding suffixes to words
- Use knowledge of letter sounds, word parts, word segmentation, & syllabication to monitor and correct spelling

Demonstrates an understanding of word relationships, including nuances, and multiple meanings

- Recognize and use words with multiple meanings (e.g., sentence, school, hard) and determine which meaning is intended from the context of the sentence
- Identify the meaning of common idioms and figurative phrases
- Identify relationships between synonyms, antonyms, and homophones
- Demonstrate knowledge of common prefixes (un-, re-, dis-, in-), and common suffixes (-tion, -ous, -ly)
- Use sequential and temporal words and phrases

Uses strategies to determine or clarify the meaning of unknown words

- Use sentence-level context as a clue to the meaning of a word or phrase
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*)
- Use glossaries or beginning dictionaries, to determine or clarify the precise meaning of words

Reading Literary Skills

Demonstrates written and verbal comprehension of literary text, referencing the text as a basis for responses

- Interpret information from text illustrations
- Make and revise predictions while reading
- Generate questions before, during, and after reading about narrative elements in a story
- Use graphic organizers to compare and contrast stories
- Identify point of view in a story
- Summarize the main idea and supporting details of a story
- Formulate and defend an opinion about a text
- Make judgments and inferences about characters
- Explain the similarities and differences between fables, folktales, and myths
- Define the terms chapter, scene, and stanza

Determines the message, moral, or theme of a text

- Recognize the elements of a variety of genres
- Explain what a theme and/or a message are **and** provide examples

Reading Informational Skills

Identifies text features and their connection to the text

- Use illustrations, diagrams, charts, graphs, graphic organizers, maps and photographs to locate information
- Interpret information from illustrations, diagrams, charts, graphs, graphic organizers, maps and photographs
- Identify specific text organizational patterns

Explains similarities and differences between individuals, events, ideas, or information in a text

- Identify connections between individuals, events, ideas, or information in a text within a group or collaborative pair
- Describe ways that individuals, events, ideas, or information in a text are alike or different
- Use a graphic organizer to compare and contrast individuals, events, ideas, or information from different text

Demonstrates written & verbal comprehension of informational text

- Identify main ideas and at least two supporting details within a text
- Generate questions about a text before, during, and after reading
- Understand textual evidence
- Identify and infer cause-and-effect relationships
- Make inferences and draw conclusions
- Identify the author's point of view
- Use context clues, word families, and root words to determine meaning

Writing

Composes opinion text

- Capture a reader's interest by stating a clear position/opinion and point of view
- Select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length
- Use organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers)
- Includes relevant examples, facts, anecdotes, and details appropriate to the audience
- Use appropriate structures to ensure coherence
- Provide a sense of closure

Composes informational/ explanatory text

- Capture a reader's interest by setting a purpose and developing a point of view
- Select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length
- Include the appropriate purpose, expectations, and length for the audience and genre
- Use a variety of resources (encyclopedia, Internet, books) to research and share information on a topic
- Use appropriate structures to ensure coherence (e.g., transitional/ temporal words and phrases, bullets, subheadings, numbering)
- Provide a sense of closure

Composes narrative text

- Write fantasy/imaginary stories
- Sustain a focus
- Use sensory details to communicate setting, characters, and plot
- Use appropriate organizational structures to ensure coherence
- Develop characters through action and dialogue
- Use temporal words and phrases to signal event order

Conducts short research projects

- Use an encyclopedia, the Internet, search engine, or books to locate & share facts
- List facts about a topic
- Sort information into categories

Uses the writing process to publish writing

- Plan and draft writing
- Revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text based on teacher feedback
- Edit to correct errors in spelling, punctuation, etc based on teacher feedback
- Publish by presenting an edited piece of writing to others
- Begin to practice basic keyboarding skills and familiarity with computer terminology

Speaking, Listening, and Viewing

Reports on a topic using details and coherent sentences

- Presents opinion or information to peer group with example to support statements
- Speak clearly using an understandable pace
- Produce complete sentences with correct subject/verb agreement

Participates in and determines the main idea of discussions

- Respond appropriately to questions
- Use appropriate oral language
- Identify multiple purposes for speaking: to inform, persuade, entertain
- Respond when directly solicited by teacher or discussion leader
- Summarize information presented orally
- Listen to and view a variety of media to acquire information