



MPS Third Grade Reading

Literature

Report Card Indicator: Asks and answers questions about texts				
Standard: RL.3.1				
Trimester	1	2	3	4
1	Demonstrates little or no understanding of what has been read. Unable to ask or answer questions concerning key details in a literary text.	Requires teacher prompting and support to ask or answer questions concerning key details in a literary text.	Independently asks and answers questions concerning key details in a literary text.	Independently asks and answers complex inferential questions and makes connections to background knowledge in a literary text.
2	Demonstrates little or no understanding of what has been read. Unable to ask or answer questions concerning key details in a literary text.	Requires teacher prompting and support to ask or answer questions concerning key details in a literary text.	Independently asks and answers questions concerning key details in a literary text.	Independently asks and answers complex inferential questions and makes connections to background knowledge in a literary text.
3	Demonstrates little or no understanding of what has been read. Unable to ask or answer questions concerning key details in a literary text.	Requires teacher prompting and support to ask or answer questions concerning key details in a literary text.	Independently asks and answers questions concerning key details in a literary text.	Independently asks and answers complex inferential questions and makes connections to background knowledge in a literary text.



Report Card Indicator: Recounts stories to include story elements to determine the central lesson or message				
Standard: RL.3.2				
Trimester	1	2	3	4
1	Unable to recount stories and to determine the central lesson or message.	Requires teacher prompting and support to recount stories and to determine the central lesson or message.	Independently retells stories, including the beginning, middle and end. Requires teacher prompting to determine the central lesson or message.	Independently retells stories, including the beginning, middle, and end and determines the central lesson or message.
2	Unable to recount stories and to determine the central lesson or message.	Requires teacher prompting and support to recount stories and to determine the central lesson or message.	Independently retells stories, including the beginning, middle and end. Requires teacher prompting to determine the central lesson or message.	Independently retells stories, including the beginning, middle, and end and determines the central lesson or message.
3	Unable to recount stories and to determine the central lesson or message.	Requires teacher prompting and support to recount stories and to determine the central lesson or message.	Independently retells stories, including the beginning, middle and end. Requires teacher prompting to determine the central lesson or message.	Independently retells stories, including the beginning, middle, and end and determines the central lesson or message.



Report Card Indicator: Distinguishes a personal point-of-view from that of the narrator/characters and describes character traits				
Standard: RL.3.6				
Trimester	1	2	3	4
1 Not Graded MP 1 2016	Unable to identify point of view and character traits.	Requires teacher support and prompting to identify point of view and/or character traits.	Able to identify character traits and point of view.	Independently and consistently able to identify character traits and point of view.
2 Not Grades MP 2 2016	Unable to identify point of view and character traits.	Requires teacher support and prompting to identify point of view and/or character traits.	Able to identify character traits and point of view.	Independently and consistently able to identify character traits and point of view.
3	Unable to identify point of view and character traits.	Requires teacher support and prompting to identify point of view and/or character traits.	Able to identify character traits and point of view.	Independently and consistently able to identify character traits and point of view.



Report Card Indicator: Describes characters in a story and explains how their actions contribute to the sequence of events				
Standard: RL.3.3				
Trimester	1	2	3	4
1	Unable to describe the relationship between characters' actions and sequence of events.	With teacher prompting and support, describes the relationship between characters' actions and sequence of events.	Describes the relationship between characters' actions and sequence of events.	Independently describes the relationship between characters' actions and sequence of events. Makes inferences or uses higher level thinking when describing the relationship.
2	Unable to describe the relationship between characters' actions and sequence of events.	With teacher prompting and support, describes the relationship between characters' actions and sequence of events.	Describes the relationship between characters' actions and sequence of events.	Independently describes the relationship between characters' actions and sequence of events. Makes inferences or uses higher level thinking when describing the relationship.
3	Unable to describe the relationship between characters' actions and sequence of events.	With teacher prompting and support, describes the relationship between characters' actions and sequence of events.	Describes the relationship between characters' actions and sequence of events.	Independently describes the relationship between characters' actions and sequence of events. Makes inferences or uses higher level thinking when describing the relationship.



Report Card Indicator: Compares and contrasts themes, settings and plots of stories				
Standard: RL.3.9				
Trimester	1	2	3	4
1 Not Graded MP1 2016	Unable or rarely able to compare or contrast story elements and key details in a text.	Requires teacher prompting and support to compare and contrast themes, settings and plots.	Independently compares and contrasts themes, settings and plots.	Independently compares and contrasts themes, settings and plots. Makes inferences or uses higher level thinking when comparing and
2 Not Graded MP2 2016	Unable or rarely able to compare or contrast story elements and key details in a text.	Requires teacher prompting and support to compare and contrast themes, settings and plots.	Independently compares and contrasts themes, settings and plots.	Independently compares and contrasts themes, settings and plots. Makes inferences or uses higher level thinking when comparing and
3	Unable or rarely able to compare or contrast story elements and key details in a text.	Requires teacher prompting and support to compare and contrast themes, settings and plots.	Independently compares and contrasts themes, settings and plots.	Independently compares and contrasts themes, settings and plots. Makes inferences or uses higher level thinking when comparing and



Informational Texts

Report Card Indicator: Asks and answers questions using evidence from the text				
Standard: RI.3.1				
Trimester	1	2	3	4
1 Not Grades MP1 2016	Has little or no understanding of what has been read. Unable to ask or answer questions concerning key details in a text.	Requires teacher prompting and support to ask or answer questions concerning key details in a text.	Consistently asks and answers questions concerning key details and uses evidence from the text.	Using supporting evidence from texts; independently asks and answers complex questions and makes connections to background knowledge in a text.
2	Has little or no understanding of what has been read. Unable to ask or answer questions concerning key details in a text.	Requires teacher prompting and support to ask or answer questions concerning key details in a text.	Consistently asks and answers questions concerning key details and uses evidence from the text.	Using supporting evidence from texts; independently asks and answers complex questions and makes connections to background knowledge in a text.
3	Has little or no understanding of what has been read. Unable to ask or answer questions concerning key details in a text.	Requires teacher prompting and support to ask or answer questions concerning key details in a text.	Consistently asks and answers questions concerning key details and uses evidence from the text.	Using supporting evidence from texts; independently asks and answers complex questions and makes connections to background knowledge in a text.



Report Card Indicator: Determines the main idea of the text; recounts the key details and explain how they support the main idea				
Standard: RI.3.2				
Trimester	1	2	3	4
1 Not Grades MP 1 2016	Unable or rarely able to retell major details from a text.	With teacher prompting and support, retells major details from a text and explains how they support the main idea.	Identifies the main idea of a text. Retells major details from a text and how they support the main idea.	Identifies the main idea of texts. Consistently retells major details from a text and organizes them by heading/topic.
2	Unable or rarely able to retell major details from a text.	With teacher prompting and support, retells major details from a text and explains how they support the main idea.	Identifies the main idea of a text. Retells major details from a text and how they support the main idea.	Identifies the main idea of texts. Consistently retells major details from a text and organizes them by heading/topic.
3	Unable or rarely able to retell major details from a text.	With teacher prompting and support, retells major details from a text and explains how they support the main idea.	Identifies the main idea of a text. Retells major details from a text and how they support the main idea.	Identifies the main idea of texts. Consistently retells major details from a text and organizes them by heading/topic.



Report Card Indicator: Compares and contrasts the most important points and key details presented by two texts on the same topic				
Standard: RI.3.9				
Trimester	1	2	3	4
1 Not Graded MP1 2016	Unable or rarely able to compare or contrast important points or key details of two texts on the same topic.	Requires teacher prompting and support to compare and contrast important points and key details from two texts on the same topic.	Compares and contrasts the most important points and key details presented in two texts on the same topic.	Independently compares and contrasts the most important points and key details presented in two texts on the same topic in text above grade level.
2 Not Graded MP2 2016	Unable or rarely able to compare or contrast important points or key details of two texts on the same topic.	Requires teacher prompting and support to compare and contrast important points and key details from two texts on the same topic.	Compares and contrasts the most important points and key details presented in two texts on the same topic.	Independently compares and contrasts the most important points and key details presented in two texts on the same topic in text above grade level.
3	Unable or rarely able to compare or contrast important points or key details of two texts on the same topic.	Requires teacher prompting and support to compare and contrast important points and key details from two texts on the same topic.	Compares and contrasts the most important points and key details presented in two texts on the same topic.	Independently compares and contrasts the most important points and key details presented in two texts on the same topic in text above grade level.

Report Card Indicator: Uses text features to locate key facts and information

Standard: RI.3.5

Trimester	1	2	3	4
1 Not Graded MP1	Cannot use nonfiction text features to locate facts and information on a given topic.	Can use some non-fiction features in a text to locate facts and information on a given topic with teacher prompting and support.	Independently uses text features and search tools (key words, hyperlinks) to locate information and utilize it to build knowledge on a given topic.	Independently and effectively uses text features and search tools (key words, hyperlinks) to locate information and utilize it to extend understanding of content and concepts on a given topic.
2	Cannot use nonfiction text features to locate facts and information on a given topic.	Can use some non-fiction features in a text to locate facts and information on a given topic with teacher prompting and support.	Independently uses text features and search tools (key words, hyperlinks) to locate information and utilize it to build knowledge on a given topic.	Independently and effectively uses text features and search tools (key words, hyperlinks) to locate information and utilize it to extend understanding of content and concepts on a given topic.
3	Cannot use nonfiction text features to locate facts and information on a given topic.	Can use some non-fiction features in a text to locate facts and information on a given topic with teacher prompting and support.	Independently uses text features and search tools (key words, hyperlinks) to locate information and utilize it to build knowledge on a given topic.	Independently and effectively uses text features and search tools (key words, hyperlinks) to locate information and utilize it to extend understanding of content and concepts on a given topic.



Report Card Indicator: Distinguishes own point of view from that of the author of a text				
Standard: RI.3.6				
Trimester	1	2	3	4
1 Not Grade MP1 2016	Unable to identify point of view of the author.	Requires teacher support and/or prompting to identify point of view of the author.	Distinguishes own point of view from that of the author.	Independently and consistently distinguishes own point of view from that of the author.
2 Not Grade MP2 2016	Unable to identify point of view of the author.	Requires teacher support and/or prompting to identify point of view of the author.	Distinguishes own point of view from that of the author.	Independently and consistently distinguishes own point of view from that of the author.
3	Unable to identify point of view of the author.	Requires teacher support and/or prompting to identify point of view of the author.	Distinguishes own point of view from that of the author.	Independently and consistently distinguishes own point of view from that of the author.

Foundational Skills

Report Card Indicator: Knows and applies grade- level phonics and word analysis in decoding words				
Standard: RF.3.3				
Trimester	1	2	3	4
1	Unable to apply decoding strategies when reading grade level texts.	Requires teacher prompting and support to apply decoding strategies when reading grade level texts.	Independently applies decoding strategies when reading grade level reading texts.	Independently and consistently applies decoding strategies when reading above grade level texts.
2	Unable to apply decoding strategies when reading grade level texts.	Requires teacher prompting and support to apply decoding strategies when reading grade level texts.	Independently applies decoding strategies when reading grade level reading texts.	Independently and consistently applies decoding strategies when reading above grade level texts.
3	Unable to apply decoding strategies when reading grade level texts.	Requires teacher prompting and support to apply decoding strategies when reading grade level texts.	Independently applies decoding strategies when reading grade level reading texts.	Independently and consistently applies decoding strategies when reading above grade level texts.

Report Card Indicator: Reads grade level text fluently to support comprehension				
Standard: RF.3.2				
Trimester	1	2	3	4
1	Using grade level text, reads slowly and inaccurately with little or no expression.	With teacher prompting and support, reads grade level text somewhat accurately, smoothly, and with expression.	Independently reads grade level text accurately, smoothly and with expression.	Independently reads above grade level text accurately, smoothly and with expression.
2	Using grade level text, reads slowly and inaccurately with little or no expression.	With teacher prompting and support, reads grade level text somewhat accurately, smoothly, and with expression.	Independently reads grade level text accurately, smoothly and with expression.	Independently reads above grade level text accurately, smoothly and with expression.
3	Using grade level text, reads slowly and inaccurately with little or no expression.	With teacher prompting and support, reads grade level text somewhat accurately, smoothly, and with expression.	Independently reads grade level text accurately, smoothly and with expression.	Independently reads above grade level text accurately, smoothly and with expression.

MPS Third Grade Writing

Writing

Report Card Indicator: Writes to communicate ideas and information effectively				
Standard: W.3.1, W.3.2, W.3.3				
Trimester	1	2	3	4
1	Unable to write for a specific purpose.	Can write for a specific purpose that has been taught with several sentences. May not be organized or in paragraph form.	Independently can write to a specific purpose that has been taught using specific details and elaboration to enhance writing.	Independently and consistently can write to a specific purpose that has been taught using specific details and elaboration to enhance writing. Writes a beginning.
2	Can write a few sentences for a specific purpose.	Can write for a specific purpose that has been taught with greater length. May not be organized or in paragraph form.	Independently, can write a beginning, middle and end with details and elaboration for a specific purpose that has been taught. Writes a conclusion. Writes an opinion with supporting details.	Independently and consistently can write with details and descriptive language for a specific purpose that has been taught. Writes an opinion with strong supporting details.
3	Can write a paragraph for a specific purpose.	With teacher prompting and support, is beginning to write paragraphs with a beginning, middle and end for a specific purpose that has been taught.	Independently and consistently can write for a specific purpose that has been taught with details and elaboration. May include three paragraphs with teacher prompting, has a conclusion using strong language. Writes an opinion with strong supporting details.	Independently and consistently can write for a specific purpose that has been taught and includes three paragraphs, using strong language, supporting details, and compositional risk at a more sophisticated level.

Report Card Indicator: Produces writing in which the development and organization are appropriate to the task				
Standard: W.3.4, W3.10				
Trimester	1	2	3	4
1	Unable to apply learned writing strategies.	With teacher prompting and support, applies learned writing strategies.	Follows the steps of the writing process. Produces published work with minimal errors. Incorporates some feedback from peers/teacher.	Independently applies learned writing strategies in more sophisticated ways. Effectively incorporates feedback from peers/teacher.
2	Unable to apply learned writing strategies.	With teacher prompting and support, applies learned writing strategies.	Follows the steps of the writing process. Produces published work with minimal errors. Incorporates some feedback from peers/teacher.	Independently applies learned writing strategies in more sophisticated ways. Effectively incorporates feedback from peers/teacher.
3	Unable to apply learned writing strategies.	With teacher prompting and support, applies learned writing strategies.	Follows the steps of the writing process. Produces published work with minimal errors. Incorporates some feedback from peers/teacher.	Independently applies learned writing strategies in more sophisticated ways. Effectively incorporates feedback from peers/teacher.

Report Card Indicator: Strengthens writing by planning, revising and editing				
Standard: W.3.5				
Trimester	1	2	3	4
1	Rarely able to edit writing, even with teacher prompting and support. Does not use capitalization or punctuation in writing.	With teacher prompting and support (modeling, checklists, conferences), is able to edit or revise writing. Cannot effectively peer edit. Needs prompting to use capitalization and punctuation in writing.	With teacher prompting and support (modeling, checklists, conferences), is able to edit or revise writing. Begins to peer edit. Uses capitalization and punctuation in writing.	Can independently edit and revise writing. Can collaborate with peers and provide feedback. Uses capitalization and punctuation in writing.
2	Rarely able to edit writing, even with teacher prompting and support. Capitalization and punctuation inconsistent.	With teacher prompting and support (modeling, checklists, conferences), is able to edit or revise writing. Cannot effectively peer edit. Needs prompting to use capitalization and punctuation in writing.	Begins to edit and revise own work. Begins to peer edit. Teacher prompting and support may be needed at times. Uses capitalization and punctuation in writing.	Can independently edit and revise writing. Can collaborate with peers and provide feedback. Uses capitalization and punctuation in writing.
3	Rarely able to edit writing, or requires constant teacher prompting and support to edit and revise. Capitalization and punctuation inconsistent.	Begins to edit and revise own work. Begins to peer edit. Teacher prompting and support may be needed at times. Needs prompting to use capitalization and punctuation in writing.	Independently can edit and revise writing for basic errors/revision. Can collaborate with peers and provide feedback. Uses capitalization and punctuation in writing.	Independently can edit and revise writing for more advanced errors/revisions. Can collaborate with peers and provide feedback. Uses capitalization and punctuation in writing.



Report Card Indicator: Conducts short research projects that build knowledge about a topic				
Standard: W.3.7				
Trimester	1	2	3	4
1				
2	With teacher prompting and guidance attempts to conduct short research projects but often off topic with limited knowledge.	With teacher prompting and guidance conducts short research projects. Limited knowledge.	Independently conducts short research projects that build knowledge through investigation of different aspects of a topic.	Independently conducts short research projects that build knowledge through investigation of different aspects of a topic. Able to differentiate important facts from multiple sources.
3	With teacher prompting and guidance attempts to conduct short research projects but often off topic with limited knowledge.	With teacher prompting and guidance conduct short research projects. Limited knowledge.	Independently conducts short research projects that build knowledge through investigation of different aspects of a topic. Writing stamina and volume have increased.	Independently conducts short research projects that build knowledge through investigation of different aspects of a topic. Able to differentiate important facts from multiple sources. Writing stamina and volume have increased.



Report Card Indicator: Takes brief notes when gathering in information from print/digital sources and personal experiences				
Standards: W.3.8				
Trimester	1	2	3	4
1				
2	With guidance and support is unable to use print/digital information as a source. May use some personal experiences.	With guidance and support can gather limited information from print/digital sources and personal experiences.	Recalls information from print/digital sources and personal experiences. Takes brief notes on sources and sorts information into categories.	Independently gathers information from print/digital sources and personal experiences. Takes brief notes on sources and sorts information into categories.
3	With guidance and support is unable to use print/digital information as a source. May use some personal experiences.	With guidance and support can gather limited information from print/digital sources and personal experiences.	Recalls information from print/digital sources and personal experiences. Takes brief notes on sources and sorts information into categories.	Independently gathers information from print/digital sources and personal experiences. Takes brief notes on sources and sorts information into categories.

Language

Report Card Indicator: Demonstrates a command of grade-level conventions of standard English grammar and usage				
Standard: L3.1				
Trimester	1	2	3	4
1	With teacher prompting and support unable to write simple or compound sentences.	With teacher prompting and support, can produce simple sentences. Attempts to write sentences having correct subject-verb and pronoun agreement.	Produces sentences with grade level parts of speech. Sentences have correct subject-verb and pronoun agreement.	Produces sentences with grade level parts of speech. Sentences have correct subject-verb and pronoun agreement. Independently produces both simple and compound sentences.
2	With teacher prompting and support can produce only simple sentences.	With teacher prompting and support, can produce simple sentences. Attempts to write sentences having correct subject-verb and pronoun agreement.	Produces sentences with grade level parts of speech. Sentences have correct subject-verb and pronoun agreement.	Produces sentences with grade level parts of speech. Sentences have correct subject-verb and pronoun agreement. Independently produces both simple and compound sentences.
3	With teacher prompting and support can produce only simple sentences.	With teacher prompting and support, can produce simple sentences. Attempts to have sentences have correct subject-verb and pronoun agreement.	Produces sentences with grade level parts of speech. Sentences have correct subject-verb and pronoun agreement.	Produces sentences with grade level parts of speech. Sentences have correct subject-verb and pronoun agreement. Independently produces both simple and compound sentences



Report Card Indicator: Acquires and uses grade-level vocabulary				
Standard: L.3.4, L.3.5, L.3.6				
Trimester	1	2	3	4
1	With teacher prompting and support unable to use learned vocabulary in writing. Unable to read learned vocabulary consistently; little or no understanding of the	With prompting and support reads learned vocabulary accurately; limited or inconsistent understanding of those words. Limited use of vocabulary in writing.	Begins to use learned vocabulary in writing. In reading uses context clues to determine meaning of new vocabulary.	Independently uses learned vocabulary in writing in more sophisticated ways. Reads learned vocabulary accurately and understands the meaning of these words.
2	With teacher prompting and support unable to use learned vocabulary in writing. Unable to read learned vocabulary consistently; little or no understanding of the words.	With prompting and support reads learned vocabulary accurately; limited or inconsistent understanding of those words. Limited use of vocabulary in writing.	Independently uses learned vocabulary in writing. Reads learned vocabulary accurately and understands the meaning of these words.	Independently uses learned vocabulary in writing in more sophisticated ways. Understands nuances in word meanings and uses them correctly. Reads learned vocabulary accurately and understands the meaning of these words.
3	With teacher prompting and support unable to use learned vocabulary in writing. Unable to read learned vocabulary consistently; little or no understanding of the words.	With prompting and support reads learned vocabulary accurately; limited or inconsistent understanding of those words. Limited use of vocabulary in writing.	Independently uses learned vocabulary in writing. Reads learned vocabulary accurately and understands the meaning of these words.	Independently uses learned vocabulary in writing in more sophisticated ways. Understands nuances in word meanings and uses them correctly. Reads learned vocabulary accurately and understands the meaning of these words.



Report Card Indicator: Applies correct spelling of grade-level words in written work				
Standard: L.3.2				
Trimester	1	2	3	4
1	Unable to use learned spelling skills. Unable to capitalize words as needed or use grade level punctuation.	Uses some learned spelling skills. Attempts to capitalize words as needed. Inconsistent with grade level punctuation.	Uses learned spelling skills. Occasional errors may occur. Capitalizes most words as needed. Uses punctuation that has been taught in writing.	Uses all learned spelling skills, applies learned skills to new words, and spells at a more advanced level (challenge words, etc.). Consistently capitalizes all words as needed. Independently uses punctuation.
2	Unable to use learned spelling skills. Unable to capitalize words or use grade level punctuation.	Uses some learned spelling skills. Attempts to capitalize words as needed. Inconsistent with grade level punctuation.	Uses learned spelling skills. Occasional errors may occur. Capitalizes most words as needed. Uses punctuation that has been taught in writing.	Uses all learned spelling skills, applies learned skills to new words, and spells at a more advanced level (challenge words, etc.). Consistently capitalizes all words as needed. Independently uses punctuation.
3	Unable to use learned spelling skills. Unable to capitalize words or use grade level punctuation.	Uses some learned spelling skills. Attempts to capitalize words as needed. Inconsistent with grade level punctuation.	Uses learned spelling skills. Occasional errors may occur. Capitalizes most words as needed. Uses punctuation that has been taught in writing.	Uses all learned spelling skills, applies learned skills to new words, and spells at a more advanced level (challenge words, etc.). Consistently capitalizes all words as needed. Independently uses punctuation.



Listening and Speaking

Report Card Indicator: Effectively participates in discussions within a group				
Standards: SL. 3. 1				
Trimester	1	2	3	4
1	Seldom participates in group discussions. Does not follow agreed upon rules.	Occasionally participates in, but is seldom prepared for discussions. Requires reminders to follow agreed upon rules of discussion.	Comes to discussions prepared having read or studied required material. Makes frequent contributions to discussions. Follows agreed upon rules of discussion.	Discussions are thought provoking; prepared to discuss material read. Follows agreed upon rules of discussion. Will also ask and answer questions. Builds on another's point of discussion.
2	Occasionally participates in, but is seldom prepared for group discussions. Does not follow agreed upon rules.	Occasionally is prepared and participates in discussions. Requires reminders to follow agreed upon rules of discussion.	Comes to discussions prepared having read or studied required material. Makes frequent contributions to discussions. Builds on another's point of discussion. Follows agreed upon rules of discussion.	Independently contributes to discussions. Discussions are thought provoking. Follows agreed upon rules of discussion. Builds on another's point of discussion. Participates in collaborative discussions with diverse partners.
3	Occasionally participates in, but is seldom prepared for group discussions. Does not follow agreed upon rules.	Occasionally is prepared and participates in discussions. Requires reminders to follow agreed upon rules of discussion.	Comes to discussions prepared having read or studied required material. Makes frequent contributions to discussions. Builds on another's point of discussion. Follows agreed upon rules of discussion.	Independently contributes to discussions. Discussions are thought provoking. Follows agreed upon rules of discussion. Builds on another's point of discussion. Participates in collaborative discussions with diverse partners.



Report Card Indicator: Understands and identifies main ideas and details from texts read aloud				
Standards: SL.3.2, SL.3.3				
Trimester	1	2	3	4
1	Will occasionally answer questions about a text with prompting. Has difficulty determining main idea.	Answers questions about key details from a text read aloud if prompted. Has difficulty determining main idea and supporting details.	Determines the main ideas and supporting details of a text read aloud or from information presented orally through different media most of the time. Occasionally will ask and answer questions about information from a speaker.	Determines the main ideas and supporting details of a text read aloud or from information presented orally through different media. Will ask and answer questions about information from a speaker.
2	Will occasionally answer questions about a text. Has difficulty determining main idea.	Answers questions about key details from a text read aloud if prompted. Has difficulty determining main idea and supporting details.	Determines the main ideas and supporting details of a text read aloud or from information presented orally through different media. Will ask and answer questions about information from a speaker.	Independently determines the main ideas and supporting details of a text read aloud or from information presented orally through different media. Will ask and answer questions about information from a speaker.
3	Will occasionally answer questions about a text. Has difficulty determining main idea.	Answers questions about key details from a text read aloud if prompted. Has difficulty determining main idea and supporting details.	Determines the main ideas and supporting details of a text read aloud or from information presented orally through different media. Will ask and answer questions about information from a speaker.	Independently determines the main ideas and supporting details of a text read aloud or from information presented orally through different media. Will ask and answer questions about information from a speaker.



Report Card Indicator: Speaks clearly with appropriate pace, volume, and expression				
Standards: SL.3.6				
Trimester	1	2	3	4
1	Even with prompting does not speak in complete thoughts. Has difficulty expressing ideas and/or feelings.	Requires much prompting and support to speak with some details and express thoughts clearly.	Describes and expresses complete thoughts and feelings appropriately. Ideas are clear and relevant to the discussion. Uses appropriate pace and volume in speaking.	Independently describes and expresses thoughts and feelings appropriately. Ideas are clear and engaging and always relevant to the topics. Uses appropriate pace and volume in speaking.
2	Even with prompting does not speak in complete thoughts. Has difficulty expressing ideas and/or feelings.	Requires much prompting and support to speak with some details and express thoughts clearly.	Describes and expresses complete thoughts and feelings appropriately. Ideas are clear and relevant to the discussion. Uses appropriate pace and volume in speaking.	Independently describes and expresses thoughts and feelings appropriately. Ideas are clear and engaging and always relevant to the topics. Uses appropriate pace and volume in speaking.
3	Even with prompting does not speak in complete thoughts. Has difficulty expressing ideas and/or feelings.	Requires much prompting and support to speak with some details and express thoughts clearly.	Describes and expresses complete thoughts and feelings appropriately. Ideas are clear and relevant to the discussion. Uses appropriate pace and volume in speaking.	Independently describes and expresses thoughts and feelings appropriately. Ideas are clear and engaging and always relevant to the topics. Uses appropriate pace and volume in speaking.