

# SJPS 3rd Grade ELA Report Card Scales

## Reading: Key Ideas and Details

<p><b>State Standard:</b> On grade level text, ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL.3.1 and RI.3.1</b></p> <p><b>Report Card Standard Language:</b> Asks and answers questions to show understanding of the text and uses evidence from the text to answers questions</p>	
4.0	<b>In addition to the 3.0 score, I can demonstrate connections, inferences, and applications that go beyond the text.</b>
3.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Ask questions to show I understand what I am reading</li> <li>• <b>AND</b> answer questions about what I am reading using evidence from the text</li> </ul>
2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Ask questions to show I understand what I am reading</li> <li>• <b>OR</b> answer questions about what I am reading using evidence from the text</li> <li>• <b>OR</b> ask and answer questions to show understanding, using evidence from below grade level text</li> </ul>
1.0	<ul style="list-style-type: none"> <li>• With help and reteaching, I have partial success at the 2.0 level</li> </ul>

## Reading: Key Ideas and Details

<p><b>State Standard:</b> 1. Recount 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. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RL.3.2 and RI.3.2</b></p> <p><b>Report Card Standard Language:</b> Determines the main idea or theme of a text and uses key details from the text to support the main idea or theme.</p>	
4.0	<b>There is not a 4.0 score attainable for this standard.</b>
3.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Determine main idea or theme of the text</li> <li>• <b>AND</b> provide supporting details from the text</li> </ul>
2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Determine main idea or theme of the text</li> <li>• <b>OR</b> provide details from the text</li> </ul>
1.0	<ul style="list-style-type: none"> <li>• With help and reteaching, I have partial success at the 2.0 level</li> </ul>

### Reading: Integration of Knowledge and Ideas

<p><b>State Standard:</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>RL.3.3</b></p> <p><b>Report Card Standard Language:</b> Describes characters in a story and explains how the characters actions contribute to the sequence of events in a story.</p>	
4.0	<b>There is not a 4.0 score attainable for this standard.</b>
3.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Describe character’s traits and feelings</li> <li>● <b>AND</b> explain how a characters actions contribute to the sequence of events</li> </ul>
2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Describe character’s traits and feelings</li> <li>● <b>OR</b> explain how a character’s actions contribute to the sequence of events</li> </ul>
1.0	<ul style="list-style-type: none"> <li>● With help and reteaching, I have partial success at the 2.0 level</li> </ul>

### Reading: Integration of Knowledge and Ideas

<p><b>State Standard: 1.</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <b>2.</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>R.L.3.9 and R.I.3.9</b></p> <p><b>Report Card Standard Language:</b> Compares and contrasts similar themes, settings, plots, and important details in stories by the same author or texts on the same topic.</p>	
4.0	<b>In addition to the 3.0 score, I can make connections, inferences, and applications that go beyond what was taught or read.</b>
3.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Find similarities in settings, plots and important details in two texts on the same topic, by the same author, or with similar characters</li> <li>● <b>AND</b> find similarities in themes in two texts on the same topic or by same author</li> <li>● <b>AND</b> find differences in settings, plots and important details in two texts on the same topic, or by the same author or with similar characters</li> <li>● <b>AND</b> find differences in themes in two texts on the same topic or by same author</li> </ul>
2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Have partial success at the 3.0 level- is able to do 2 or 3 of the 4 skills</li> </ul>
1.0	<ul style="list-style-type: none"> <li>● With help and reteaching, I have partial success at the 2.0 level</li> </ul>

## Writing: Range of Writing

<p><b>State Standard:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>W.3.10</b></p> <p><b>Report Card Standard:</b> Develops and organizes writing appropriate to task and purpose.</p>	
4.0	<b>In addition to the 3.0 score, I can strengthen my writing by editing and revising independently.</b>
3.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Develop writing for specific purposes or audiences using the writing process</li> <li>● <b>AND</b> organize a piece of writing</li> <li>● <b>AND</b> adds details and description</li> </ul>
2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Partially develop a piece of writing</li> <li>● <b>OR</b> produce writing with limited organization</li> </ul>
1.0	<ul style="list-style-type: none"> <li>● With help and reteaching, I have partial success at the 2.0 level</li> </ul>

## Speaking and Listening: Presentation of Knowledge and Ideas


<p><b>State Standard:</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>SL.3.6</b></p> <p><b>Report Card Standard Language:</b> Speaks in complete sentences to provide detail or clarification.</p>	
4.0	<b>There is not a 4.0 score attainable for this standard.</b>
3.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Speak in complete sentences</li> <li>● <b>AND</b> provide detail or clarification in the sentence</li> </ul>
2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Speak in complete sentences when prompted</li> <li>● <b>AND</b> provide detail or clarification in the sentence</li> </ul>
1.0	<ul style="list-style-type: none"> <li>● With help and reteaching, I have partial success at the 2.0 level</li> </ul>

## Language: Conventions of Standard English

**State Standard:** Demonstrate command of standard English spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**L 3.2 A and F**

**Report Card Standard Language:** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

4.0	<b>There is not a 4.0 score attainable for this standard.</b>
3.0 	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Correctly spell high-frequency words</li><li>• <b>AND</b> add suffixes to base words</li><li>• <b>AND</b> apply spelling patterns to spell words correctly</li></ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Correctly spell high-frequency words</li><li>• <b>OR</b> add suffixes to base words</li><li>• <b>OR</b> apply spelling patterns to spell words correctly</li></ul>
1.0	<ul style="list-style-type: none"><li>• With help and reteaching, I have partial success at the 2.0 level</li></ul>