

Colorado Academic Standards - Reading, Writing, and Communicating
Third Grade Proficiency Level Descriptions

| Standard: Reading for All Purposes | | | |
|---|--|---|---|
| Grade Level Expectation: Strategies are needed to make meaning of various types of literary genres DCSD Progress Report: <i>Applies strategies to fluently read and comprehend fiction</i> | | | |
| <p align="center">1: Beginning Understanding</p> <p>Identifies plot, character, and setting in literary pieces, poems, and plays. Identifies central idea in literary text. Identifies signal words that determine the sequence of major events. Uses limited understanding of comprehension strategies to comprehend text. Reads grade level text with little accuracy and fluency with mostly word-by-word phrasing, little intonation and little punctuation.</p> | <p align="center">2: Meets Some Aspects of GLE</p> <p>Begins to draw inferences about elements of plot, character, and setting in literary pieces, poems, and plays. Summarizes central idea with details from literary text. Uses signal words and text structure to sequence some of the major events. Uses some comprehension strategies to interpret text. Reads grade level text with some accuracy and fluency, with short phrasing, some intonation and punctuation.</p> | <p align="center">3: Meets GLE</p> <p>Describes and draws inferences about the elements of plot, character, and setting in literary pieces, poems, and plays. Summarizes central ideas and important details from literary text. Uses signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events. Uses a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting). Reads grade level text accurately and fluently, attending to phrasing, intonation, and punctuation.</p> | <p align="center">4: Exceeds GLE</p> <p>Describes and draws multiple inferences about the elements of plot, character, and setting in literary pieces, poems, and plays. Analyzes central ideas and important details from literary text. Uses signal words and text structure to determine the sequence of major events. Uses a variety of comprehension strategies to interpret and analyze text. Reads grade level text accurately and fluently using consistently longer, meaningful phrasing, expressive intonation, and heeds all punctuation.</p> |

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| Standard: Reading for All Purposes | | | |
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| Grade Level Expectation: Comprehension strategies are necessary when reading informational or persuasive text DCSD Progress Report: <i>Applies strategies to fluently read and comprehend non-fiction</i> | | | |
| 1: Beginning Understanding | 2: Meets Some Aspects of GLE | 3: Meets GLE | 4: Exceeds GLE |
| Identifies text features and uses some to locate information. Identifies and uses some text structures to construct meaning. Locates limited information to support opinion. Identifies signal words to identify cause/effect relationships. Reading rate is mostly word-by-word. | Uses text features to locate and organize information. Uses informational text structures to make some predictions and construct meaning. Locates information to support opinions. Uses signal words to identify cause/effect and compare/contrast relationships. Slows reading rate unintentionally according to type of text and purpose for reading. | Uses text features (such as bold type, titles, headings, captions, table of contents, graphics) to locate and organize information and to make predictions. Uses informational text structures (sequence, cause/effect) to predict, construct meaning, and deepen understanding. Locates information to support opinions, predictions, and conclusions. Uses semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships. Adjusts reading rate according to type of text and purpose for reading. | Uses text features instinctively to locate and organize information and to make predictions. Uses informational text structures to predict, construct meaning, deepen understanding, and compare with other texts. Locates information to support opinions, predictions, arguments, and conclusions. Uses semantic cues and signal words to identify cause/effect and compare/contrast relationships. Reading rate is fluid and adjusted according to type of text and purpose for reading. |

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| Standard: Reading for All Purposes | | | |
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| Grade Level Expectation: Increasing word understanding, word use, and word relationships increases vocabulary | | | |
| DCSD Progress Report: <i>Increases word understanding, use, and relationships to build vocabulary</i> | | | |
| 1: Beginning Understanding | 2: Meets Some Aspects of GLE | 3: Meets GLE | 4: Exceeds GLE |
| <p>Reads some multisyllabic words in context. Understands that words can have multiple meanings and attempts to determine the meaning of words in context. Identifies antonyms and synonyms out of context. Attempts to categorize words. Identifies some base words and simple prefixes and suffixes in familiar words.</p> | <p>Reads multisyllabic words with some accuracy and fluency in context. Understands that words can have multiple meanings and attempts to determine the meaning of words, including content specific words using a variety of strategies and resources. Uses knowledge of word relationships to identify antonyms or synonyms. Understands that words can be categorized and categorized most words. Identifies most base words and simple prefixes and suffixes in familiar words and to make some new words.</p> | <p>Reads multisyllabic words with accuracy and fluency in context. Determines meanings of words, including content specific words using a variety of strategies (such as context) and resources. Uses knowledge of word relationships to identify antonyms or synonyms to clarify meaning. Categorizes words (by function, descriptive characteristics or features, definition). Uses knowledge of word structure, including prefixes, suffixes, and base words, to determine meanings of unfamiliar words and to make new words.</p> | <p>Reads familiar and unfamiliar multisyllabic words with accuracy and fluency in context. Determines meanings of more complex words, including content specific words using a variety of strategies and resources. Uses deep understanding of word relationships to identify antonyms or synonyms to clarify meaning. Categorized more complex words. Uses knowledge of word structure, including more complex prefixes, suffixes, and base words, to determine meanings of unfamiliar words and to make new words.</p> |

Colorado Academic Standards - Reading, Writing, and Communicating
Third Grade Proficiency Level Descriptions

| Standard: Writing and Composition | | | |
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| Grade Level Expectation: A writing process is used to plan, draft, and write a variety of literary genres DCSD Progress Report: <i>Writes a variety of literary genres using descriptive language</i> | | | |
| <p align="center">1: Beginning Understanding</p> <p>Brainstorms ideas for writing. Puts ideas down using a guided organizer. Attempts to use plan to create draft. Writes personal narrative or simple story with a beginning, middle and end. Writes a poem to convey an idea.</p> | <p align="center">2: Meets Some Aspects of GLE</p> <p>Brainstorms ideas for writing. Organizes ideas using a guided organizer. Uses plan to create simple draft. Write personal narrative or simple story in a logical sequence that has some story elements. Writes descriptive poems with some figurative language.</p> | <p align="center">3: Meets GLE</p> <p>Brainstorms ideas for writing. Organizes ideas using pictures, graphic organizers, or story maps. Effectively uses plans to create drafts. Writes personal narratives or simple stories including characters, setting, sensory details, and logical sequence of events. Writes descriptive poems using figurative language.</p> | <p align="center">4: Exceeds GLE</p> <p>Brainstorms and organizes writing using advanced organizer of choice. Writes a story that is well developed with story elements that enrich the central theme and anticipate and answer the reader's questions. Writes poems that convey meaning, feeling, and/or ideas using literary elements purposefully.</p> |

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| Standard: Writing and Composition | | | |
|--|---|--|--|
| Grade Level Expectation: A writing process is used to plan, draft, and write a variety of informational texts DCSD Progress Report: <i>Writes a variety of informational text</i> | | | |
| 1: Beginning Understanding | 2: Meets Some Aspects of GLE | 3: Meets GLE | 4: Exceeds GLE |
| Writes an explanation of a process or informational text that lacks a topic statement or details or a conclusion. Ideas are grouped randomly, without logic. Rarely if ever uses transition words. | Writes a short explanation of a process that includes a topic statement, some details and a conclusion. Writes brief paragraphs of information gathered through research. Groups ideas somewhat logically while creating informational texts. Uses transition words to connect ideas. States main ideas and includes some details or facts to gain some depth of information. | Writes a short explanation of a process (science investigation, "how-to" summary) that includes a topic statement, logical sequencing, supporting details, and a conclusion. Writes brief summary paragraphs of information gathered through research (observations, interviews, reading). Groups ideas logically (bulleted lists, predictable categories for a summary report, steps of a procedure, order of importance) while creating informational texts. Uses appropriate transition words or phrases to connect ideas. States main ideas and includes sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images). | Writes a detailed explanation of a process that includes a topic statement, logical sequencing, critical supporting details, and a strong conclusion. Writes summary paragraphs that reflect extensive research using a wide variety of resources. Purposefully groups ideas in a strategic order. Purposefully chooses very specific transition words or phrases. Clearly states main idea and includes key, relevant details or facts. |

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| Standard: Writing and Composition | | | |
|---|--|--|---|
| Grade Level Expectation: Correct grammar, capitalization, punctuation, and spelling are used when writing DCSD Progress Report: <i>Uses appropriate grammar, capitalization, punctuation, and spelling</i> | | | |
| <p align="center">1: Beginning Understanding</p> <p>Rarely uses apostrophes, commas, or capitals correctly. Rarely indents paragraphs or writes using no paragraphs. Rarely applies correct subject-verb agreement. Sentences are often incomplete phrases or run-ons.</p> | <p align="center">2: Meets Some Aspects of GLE</p> <p>Sometimes uses apostrophes correctly. Sometimes indents paragraphs. Spells some high frequency words and those that follow patterns correctly. Sometimes applies correct subject-verb agreement. Writes using common nouns, verbs, adjectives, and adverbs. Sometimes uses commas correctly. Sometimes uses capitals correctly. Sentences generally begin the same and are the same length.</p> | <p align="center">3: Meets GLE</p> <p>Uses apostrophes to show possession. Indents paragraphs. Spells high-frequency words correctly. Spells words that follow learned rules and patterns with accuracy. Applies accurate subject-verb agreement. Writes with precise nouns, active verbs, descriptive adjectives, and adverbs to enhance writing. Uses commas correctly (after transitional words or phrases, to separate items in a series). Applies correct use of capitalization. Varies sentence beginnings, and uses long and short sentences to create sentence fluency in longer texts.</p> | <p align="center">4: Exceeds GLE</p> <p>Consistently, independently, and accurately uses apostrophes, commas, capitals, indents paragraphs, and spells most words correctly. Consistently, independently, and accurately applies subject-verb agreement. Pays purposeful and strategic attention to word choice in selecting nouns, verbs, adjectives and adverbs. Purposefully and strategically varies sentence beginnings and length.</p> |