

## Grading For Learning Framework 3rd Grade English Language Arts (Dodgeland)

Domain	Reading- Literature	
<p><b>Priority Standards and Learning Targets</b> (A,B,C comes from priority standards collectively agreed upon - each priority standard can up to 2-5 learning targets) * Assessing and scoring take place against each learning target * Learning targets <b>ARE</b> what we expect all students to reach proficiency against</p>	<p>A. CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <ol style="list-style-type: none"> <li>1. I can ask meaningful questions to show that I understand the story that I am reading.</li> <li>2. I can use the text to answer questions.</li> </ol> <p>B. CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <ol style="list-style-type: none"> <li>1. I can identify and describe character traits.</li> <li>2. I can identify how my character changes over time.</li> <li>3. I can identify why my character changes over time.</li> <li>4. I can connect a character’s actions and feelings to events in the story.</li> </ol>	
Learning Target: I can ask meaningful questions to show that I understand the story that I am reading. Assessment: Spider Web Discussion/1-on-1 Conference		
<p><b>Proficient</b> Student uses text evidence to ask relevant questions about a specific moment in a text to help them better understand a character or story.</p>	<p><b>Developing</b> Student can ask relevant questions about a moment in a text to help them better understand a character or story.</p>	<p><b>Needs Support</b> Student can ask general questions about the text.</p>
Learning Target: I can use the text to answer questions. Assessment: Spider Web Discussion/1-on-1 Conference		
<p><b>Proficient</b> Student can use specific text</p>	<p><b>Developing</b> Student can use specific text evidence to</p>	<p><b>Needs Support</b> Student can refer to a general part of the</p>

evidence throughout the story to answer a question.	answer a question.	story to answer a question.
Learning Target: I can identify and describe character traits. Assessment: Character Drawing		
Proficient Student can identify multiple character traits with specific text evidence to prove their understanding.	Developing Student can identify at least one character trait with general text evidence to prove their understanding.	Needs Support Student can identify a feeling with general text evidence to prove their understanding.
Learning Target: I can identify how my character changes over time. Assessment: Story Mountain		
Proficient Student can locate multiple specific changes in a character, referencing text evidence.	Developing Student can locate multiple changes in a character throughout the story.	Needs Support Student identifies that a characters within a text.
Learning Target: I can identify why my character changes over time. Assessment: Story Mountain		
Proficient Student can provide multiple pieces of text evidence to demonstrate how a character changes over time.	Developing Student can provide a piece of text evidence to demonstrate how a character changes over time.	Needs Support Student can identify that a character changed throughout the story.
Learning Target: I can connect a character's actions and feelings to events in the story. Assessment: Story Mountain		
Proficient Students can connect the character's feelings, traits, and motivations to their actions, and how they contribute to the events of a story.	Developing Students can connect the character's feelings and traits to their actions, and how they contribute to the events of a story.	Needs Support Students can connect the character's feelings to their actions, and how they contribute to the events of a story.
<b>Domain</b>	<b>Reading- Informational Text</b>	
<b>Priority Standards and Learning Targets</b> (A,B,C comes from priority standards)	A. CCSS.ELA-LITERACY.RI.3.1	

<p>collectively agreed upon - each priority standard can have up to 2-5 learning targets)</p> <p>* Assessing and scoring take place against each learning target</p> <p>* Learning targets <b>ARE</b> what we expect all students to reach proficiency against</p>	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <ol style="list-style-type: none"> <li>1. I can ask meaningful questions to show that I understand the information that I am reading.</li> <li>2. I can use a text to correctly answer questions about a topic.</li> </ol> <p>B. CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <ol style="list-style-type: none"> <li>1. I can identify the main idea of the text based on key details.</li> <li>2. I can identify key details to support the main idea.</li> </ol> <p>C. CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <ol style="list-style-type: none"> <li>1. I can use text features to show my understanding of the text.</li> <li>2. I can show what I have learned by answering questions about where, when, why, and how.</li> </ol>
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Learning Target: I can ask meaningful questions to show that I understand the information that I am reading. Assessment:

<p><b>Proficient</b> Student uses text evidence to ask relevant questions about specific concepts in a text to help them better understand a subject.</p>	<p><b>Developing</b> Student can ask relevant questions about a concept in a text to help them better understand a subject.</p>	<p><b>Needs Support</b> Student can ask general questions about the text.</p>
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Learning Target: I can use a text to correctly answer questions about a topic. Assessment:

<p>Proficient Student can cite and explain specific text evidence to answer a question.</p>	<p>Developing Student can cite specific text evidence to answer a question.</p>	<p>Needs Support Student can refer to a general part of the text to answer a question.</p>
<p>Learning Target: I can identify the main idea of the text based on key details. Assessment: Boxes and Bullets</p>		
<p>Proficient Student can state the main idea and support with specific evidence from the text.</p>	<p>Developing Student can state the main idea and support with general evidence from the text.</p>	<p>Needs Support Student can identify the main idea.</p>
<p>Learning Target: I can identify key details to support the main idea. Assessment: Boxes and Bullets</p>		
<p>Proficient Student can locate specific evidence within a key detail from the text to support the main idea.</p>	<p>Developing Student can refer to key details from the text to support the main idea.</p>	<p>Needs Support Student can recall a detail from the text.</p>
<p>Learning Target: I can use text features to show my understanding of the text. Assessment: Text Feature Scavenger Hunt</p>		
<p>Proficient Student can locate and explain the purpose of multiple text features within a non-fiction text.</p>	<p>Developing Student can locate multiple text features within a non-fiction text.</p>	<p>Needs Support Student can locate a text feature within a non-fiction text.</p>
<p>Learning Target: I can show what I have learned by answering questions about where, when, why, and how. Assessment: Reading Check Worksheet</p>		
<p>Proficient Student can thoroughly answer where, when, why, and how questions regarding a non-fiction topic, using text evidence to support their reasoning.</p>	<p>Developing Student can answer where, when, why, and how questions regarding a non-fiction topic.</p>	<p>Needs Support Student can answer some where, when, why, and how questions regarding a non-fiction topic.</p>

Domain	Writing
<p><b>Priority Standards and Learning Targets</b></p> <p>* Assessing and scoring take place against each learning target</p> <p>* Learning targets <b>ARE</b> what we expect all students to reach proficiency against</p>	<p>A. CCSS.ELA-LITERACY.W.3.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons</p> <ol style="list-style-type: none"> <li>1. I can state my opinion in a thesis statement and give reasons while providing specific examples in separate paragraphs and conclude my writing.</li> </ol> <p>B. CCSS.ELA-LITERACY.W.3.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>1. I can write to explain my ideas about a specific topic and organize information and facts into sections.</li> </ol> <p>C. CCSS.ELA-LITERACY.W.3.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>1. I can write a small moment personal narrative with descriptive details in chronological order.</li> </ol> <p>D. CCSS.ELA-LITERACY.W.3.6</p> <p>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <ol style="list-style-type: none"> <li>1. I can publish a piece of my writing, supported by peers, adults, and technology.</li> </ol>

<p>Learning Target: I can state my opinion in a thesis statement and give reasons while providing specific examples in separate paragraphs and conclude my writing. Assessment: Final Opinion Writing Piece</p>		
<p><b>Proficient</b> Student can state an opinion in a thesis statement while providing 3 reasons with specific examples in separate paragraphs with a conclusion.</p>	<p><b>Developing</b> Student can state an opinion with reasons and examples along with a conclusion.</p>	<p><b>Needs Support</b> Student can state an opinion with reasons and examples.</p>
<p>Learning Target: I can write to explain my ideas about a specific topic and organize information and facts into sections. Assessment: Final Informational Writing Book</p>		
<p><b>Proficient</b> Student can write specifically about a topic by thoughtfully organizing sections and utilizing text features throughout the book.</p>	<p><b>Developing</b> Student can write specifically about a topic and organize information into sections.</p>	<p><b>Needs Support</b> Student can write generally about a topic.</p>
<p>Learning Target: I can write a small moment personal narrative with descriptive details in chronological order. Assessment: Final Narrative Writing Piece</p>		
<p><b>Proficient</b> Student can write a detailed small moment story in chronological order from a specific experience.</p>	<p><b>Developing</b> Student can write a detailed story about a specific experience.</p>	<p><b>Needs Support</b> Student can write a story about a general experience he/she had.</p>
<p>Learning Target: I can publish a piece of my writing, supported by peers, adults, and technology. Assessment: Final Typed Published Piece of Writing</p>		
<p><b>Proficient</b> Student can apply all pertinent suggestions from peers and adults to further expand their final typed piece.</p>	<p><b>Developing</b> Student can apply suggestions from adults to further expand their final typed piece.</p>	<p><b>Needs Support</b> Student can type and publish a piece of writing.</p>
<p><b>Domain</b></p>	<p><b>Language</b></p>	

<p><b>Priority Standards and Learning Targets</b></p> <p>* Assessing and scoring take place against each learning target</p> <p>* Learning targets <b>ARE</b> what we expect all students to reach proficiency against</p>	<p>A. CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1. I can speak and write using a clear understanding of English grammar practices.</p> <p>B. CCSS.ELA-LITERACY.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>1. I can demonstrate the correct use of capitalization, punctuation, and spelling when writing.</p>	
<p>Learning Target: I can speak and write using a clear understanding of English grammar practices. Assessment: Persuasive Speech</p>		
<p><b>Proficient</b> Student can write and speak using the correct grammar practices that match the genre of writing.</p>	<p><b>Developing</b> Student can write using the correct grammar practices.</p>	<p><b>Needs Support</b> Student can write or speak using the correct grammar practices some of the time.</p>
<p>Learning Target: I can demonstrate the correct use of capitalization, punctuation, and spelling when writing. Assessment: Narrative, Informational, &amp; Persuasive Final Writing Pieces</p>		
<p><b>Proficient</b> Student uses correct capitalization, punctuation, and spelling in writing.</p>	<p><b>Developing</b> Student uses correct capitalization, punctuation, and spelling in writing most of the time.</p>	<p><b>Needs Support</b> Student uses correct capitalization, punctuation, and spelling in writing inconsistently.</p>
<p><b>Domain</b></p>	<p><b>Foundational Skills</b></p>	
<p><b>Priority Standards and Learning Targets</b></p>	<p>A. CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1. I can decode when reading multisyllabic words.</p>	

<p>* Assessing and scoring take place against each learning target</p> <p>* Learning targets <b>ARE</b> what we expect all students to reach proficiency against</p>	<p>2. I can understand common prefixes and suffixes.</p> <p>B. CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>1. I can fluently read and comprehend a text at my level.</li> <li>2. I can accurately read and comprehend a text at my level.</li> </ol>	
<p>Learning Target: I can decode when reading multisyllabic words. Assessment: Running Record</p>		
<p>Proficient Student can read multisyllabic words within a sentence.</p>	<p>Developing Student can read multisyllabic words in chunks then blend the chunks together correctly.</p>	<p>Needs Support Student can decode multisyllabic words but are unable to blend the chunks back together.</p>
<p>Learning Target: I can understand common prefixes and suffixes. Assessment: Running Record/Grammar Unit?</p>		
<p>Proficient Student can use prefixes and suffixes correctly to determine the meaning of a word.</p>	<p>Developing Student can inconsistently use prefixes and suffixes correctly to determine the meaning of a word.</p>	<p>Needs Support Student frequently uses the incorrect prefixes and suffixes with a root word.</p>
<p>Learning Target: I can fluently read and comprehend a text at my level. Assessment: Running Record</p>		
<p>Proficient Student can consistently read fluently and comprehend beyond the text in a just right text.</p>	<p>Developing Student can frequently read fluently and comprehend a just right text.</p>	<p>Needs Support Student can occasionally read fluently and somewhat comprehend a just right text.</p>
<p>Learning Target: I can accurately read and comprehend a text at my level. Assessment: Running Record</p>		
<p>Proficient Student can consistently read accurately and comprehend beyond the text in a just right text.</p>	<p>Developing Student can frequently read accurately and comprehend a just right text.</p>	<p>Needs Support Student can occasionally read accurately and somewhat comprehend a just right text.</p>
<p><b>Domain</b></p>	<p><b>Speaking and Listening</b></p>	
<p><b>Priority Standards and Learning</b></p>	<p>A. CCSS.ELA-LITERACY.SL.3.1</p>	



<p style="text-align: center;"><b>Targets</b></p> <p>* Assessing and scoring take place against each learning target</p> <p>* Learning targets <b>ARE</b> what we expect all students to reach proficiency against</p>		
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>1. I can participate in classroom discussions effectively.</li> <li>2. I can provide reasons to support my viewpoint.</li> <li>3. I can build off the viewpoints of my classmates.</li> </ol> <p>C. CCSS.ELA-LITERACY.SL.3.4</p> <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <ol style="list-style-type: none"> <li>1. I can report on a topic or story with specific details.</li> <li>2. I can speak clearly in front of my peers.</li> </ol>		
<p>Learning Target: I can participate in classroom discussions effectively. Assessment: Spider Web Discussions</p>		
<p><b>Proficient</b> Student always uses respectful verbal and body language, eye contact, and agrees or disagrees appropriately in a class discussion.</p>	<p><b>Developing</b> Student occasionally uses respectful verbal and body language, eye contact, and agrees or disagrees appropriately in a class discussion.</p>	<p><b>Needs Support</b> Student needs reminders to participate in classroom discussions respectfully.</p>
<p>Learning Target: I can provide reasons to support my viewpoint. Assessment: Persuasive Speech/Audience Feedback</p>		
<p><b>Proficient</b> Student consistently provides accurate reasons to support the viewpoint given.</p>	<p><b>Developing</b> Student provides reasons to support the viewpoint given.</p>	<p><b>Needs Support</b> Student is working on providing reasons in feedback to peers.</p>
<p>Learning Target: I can build off the viewpoints of my classmates. Assessment: Classroom Discussion</p>		
<p><b>Proficient</b> Student agrees/disagrees with others, and can respectfully add to others' viewpoints while contributing another perspective.</p>	<p><b>Developing</b> Student agrees/disagrees with others while respectfully adding to their viewpoints.</p>	<p><b>Needs Support</b> Student agrees/disagrees with others' viewpoints.</p>

Learning Target: I can report on a topic or story with specific details. Assessment: Classroom Discussion

**Proficient**  
Student can contribute thoughts about a story/topic while providing specific details.

**Developing**  
Student can contribute thoughts about a story/topic while providing details.

**Needs Support**  
Student can contribute vague thoughts about a story/topic.

Learning Target: I can speak clearly in front of my peers. Assessment: Persuasive Speech

**Proficient**  
Student can speak fluently, accurately, and with confidence while engaging with the audience.

**Developing**  
Student can speak fluently and accurately in front of peers.

**Needs Support**  
Student can read a typed piece to peers.