

# Third Grade Benchmarks English/Language Arts

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

Student Performance Standard	Level 1 Below	Level 2 Limited	Level 3 Approaching	Level 4 Meets	Level 5 Exceeds
<i>Reading for Literature:</i>					
Recount stories and determine central message, lesson or moral.	Recounts stories with guidance.	Inconsistently recounts stories by determining central message, lesson or moral. Explanation of how it is conveyed through key details in the text may be minimal or incomplete.	Frequently recounts stories by determining central message, lesson or moral and explaining how it is conveyed through some key details in the text.	Consistently recounts stories by determining central message, lesson or moral and clearly explaining how it is conveyed through key details in the text.	In addition to Level 4 performance, creates a story with a similar central message, lesson or moral.
Describe characters and explain their actions.		Describes characters' physical and personality traits, motivations or feelings; describes a conflict faced by a character in a story and explains how a character's action contribute to the sequence of events.	Describes characters' physical and personality traits, motivations and feelings; describes conflict faced by a character in a story and explains how a character's actions contribute to the sequence of events.	Comprehensively describes characters' physical and personality traits, motivations and feelings; describes conflict faced by a character in a story and clearly explains how a character's actions contribute to the sequence of events.	In addition to Level 4 performance, critiques character traits and motivations, comparing them to characters with similar traits or motivations in other texts.
Distinguish their own point of view from that of the narrator or characters.	Distinguishes own point of view with guidance.	Explains first-, second- or third-person point of view; draws conclusions based on implicit or explicit evidence from the text; uses these conclusions to develop own point of view with guidance.	Explains first-, second- and third-person point of view; draws conclusions based on implicit and/or explicit evidence from the text; uses these conclusions to develop own point of view with some texts.	Explains first-, second- and third-person point of view; draws conclusions based on implicit and explicit evidence from the text; consistently uses these conclusions to develop own point of view; decides an author's purpose for including particular information in a text.	In addition to Level 4 performance, compares own point of view with narrator's or characters' points of view.
Read and comprehend narrative texts at the upper end of the 2-3	By end of year, reads and comprehends narrative texts below the	Reads and comprehends narrative texts at the upper end 2-	Reads and comprehends narrative texts at the upper end 2-	Reads and comprehends narrative texts at the upper end of	Reads and comprehends narrative texts above the 2-3

grade level band.	2-3 grade band.	3 grade band (F & P Level P, DRA Level 38, Lexile Level 450-790) with consistent supports and guidance; mostly reads texts below the 2-3 grade band with proficiency.	3 grade band (F & P Level P, DRA Level 38, Lexile Level 450-790) with some supports and guidance.	the 2-3 grade band (F & P Level P, DRA Level 38, Lexile Level 450-790) independently and proficiently.	grade band independently and proficiently.
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<i>Reading for Information:</i>					
Determine the main idea of a text.	Determines the main idea of a text with guidance.	Inconsistently evidences the following skills: determines the main idea of multiple texts; recounts key details; explains how details support the main idea.	Frequently evidences the following skills: determines the main idea of multiple texts; recounts key details; explains how details support the main idea.	Consistently evidences the following skills: determines the main idea of multiple texts; recounts key details; explains how details support the main idea.	In addition to Level 4, locates evidence of the main idea in the text.
Distinguish their own point of view from that of the author of a text.	Distinguishes own point of view with guidance.	Draws conclusions based on implicit or explicit evidence from text; uses these conclusions to develop own point of view with guidance.	Draws conclusions based on implicit and/or explicit evidence from text; uses these conclusions to develop own point of view with some texts.	Draws conclusions based on implicit and explicit evidence from text; consistently uses these conclusions to develop own point of view; decides an author's purpose for including particular information in a text.	In addition to Level 4 performance, compares and contrasts own point of view with author's point of view.
Read and comprehend informational texts at the upper end of the 2-3 grade level band.	By end of year, reads and comprehends informational texts below the 2-3 grade band.	Reads and comprehends informational texts in the 2-3 grade band (F & P Level P, DRA Level 38, Lexile Level 450-790) with consistent supports and guidance; mostly reads texts below the 2-3 grade band with proficiency.	Reads and comprehends informational texts at the upper end of the 2-3 grade band (F & P Level P, DRA Level 38, Lexile Level 450-790) with some supports and guidance.	Reads and comprehends informational texts at the upper end of the 2-3 grade band (F & P Level P, DRA Level 38, Lexile Level 450-790) independently and proficiently.	Reads and comprehends informational texts above the 2-3 grade band independently and proficiently.

<i>Foundational Skills:</i>					
Know and apply grade level phonics and word analysis skills.	Knows and applies grade level phonics word analysis skills with guidance.	Inconsistently evidences the following skills: identifies and knows the meaning of the most common prefixes and derivational suffixes; decodes words with common Latin suffixes; decodes multisyllable words; reads grade-appropriate irregularly spelled words.	Frequently evidences the following skills: identifies and knows the meaning of the most common prefixes and derivational suffixes; decodes words with common Latin suffixes; decodes multisyllable words; reads grade-appropriate irregularly spelled words.	Consistently evidences the following skills: identifies and knows the meaning of the most common prefixes and derivational suffixes; decodes words with common Latin suffixes; decodes multisyllable words; reads grade-appropriate irregularly spelled words.	In addition to Level 4 performance, applies phonics and word analysis skills across all reading and writing activities.

<i>Writing:</i>					
Write opinion pieces.	Writes opinion pieces with guidance.	Inconsistently writes opinion pieces that include: topic, stated opinions, reasons that support the opinions, linking words and phrases to connect opinion and reasons.	Frequently writes opinion pieces that include: topic, stated opinions, reasons that support the opinions, linking words and phrases to connect opinion and reasons.	Consistently writes opinion pieces that include: topic, stated opinions, reasons that support the opinions, linking words and phrases to connect opinion and reasons.	In addition to Level 4 performance, extends opinion writing to persuade the reader.
Write informative and explanatory texts.	Writes informative/explanatory texts with guidance.	Inconsistently writes informative/explanatory texts that include: topic introduction and related information grouped together, illustrations when useful to aid reader comprehension; facts, definitions or details related to the topic; linking words and phrases to connect ideas with categories of information; concluding statement or section.	Frequently writes informative/explanatory texts that include: topic introduction and related information grouped together, illustrations when useful to aid reader comprehension; facts, definitions or details related to the topic; linking words and phrases to connect ideas with categories of information; concluding statement or section.	Consistently writes informative/explanatory texts that include: topic introduction and related information grouped together, illustrations when useful to aid reader comprehension; facts, definitions or details related to the topic; linking words and phrases to connect ideas with categories of information; concluding statement or section.	In addition to Level 4 performance, writes a research report, including all component sections.
Write narratives.	Writes narratives with guidance.	Inconsistently writes narratives that include: establishment of a situation and introduction of a narrator and/or characters; event sequence that is	Frequently writes narratives that include: establishment of a situation and introduction of a narrator and/or characters; event sequence that is	Consistently writes narratives that include: establishment of a situation and introduction of a narrator and/or characters; event sequence that is	In addition to Level 4 performance, creates a variety of narratives of different genres.

		organized to unfold naturally; use of dialogue and description of actions, thoughts and feelings; use of temporal words and phrases to signal event order.	organized to unfold naturally; use of dialogue and description of actions, thoughts and feelings; use of temporal words and phrases to signal event order.	organized to unfold naturally; use of dialogue and description of actions, thoughts and feelings; use of temporal words and phrases to signal event order.	
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<i>Speaking &amp; Listening:</i>					
Engage effectively in a range of collaborative discussions.	Engages in collaborative discussions with guidance.	Inconsistently comes to discussions prepared, inconsistently draws on preparation to explore ideas under discussion; inconsistently follows agreed-upon rules for discussions.	Frequently comes to discussions prepared, draws on preparation to explore some ideas under discussion; follows agreed-upon rules for discussions.	Consistently comes to discussions prepared, explicitly draws on preparation to explore ideas under discussion; follows agreed-upon rules for discussions.	In addition to Level 4 performance, leads discussions that incorporate background knowledge.
Determine main idea and details from information presented orally.	Determines main idea and details for information presented orally with guidance.	Inconsistently determines main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	Frequently determines main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	Consistently determines main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	In addition to Level 4 performance, connects and compares main idea and details from information presented orally.
Report out information with appropriate facts and details.	Reports out information with guidance.	Inconsistently reports on a topic or text, tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Frequently reports on a topic or text, tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Consistently reports on a topic or text, tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	In addition to Level 4 performance, creates and presents a model or project to assist with the explanation of facts and details.

<i>Language:</i>					
Use conventions of standard English grammar and usage.	Demonstrates command of conventions of standard English grammar and usage with guidance.	Inconsistently evidences the following skills: explains the function of nouns, pronouns, verbs, adjectives and adverbs; forms and uses regular and irregular plural nouns; forms and uses regular and irregular verbs; forms and uses the simple verb tenses; ensures subject-verb and pronoun-antecedent agreement; forms and uses comparative and superlative adjectives and adverbs.	Frequently evidences the following skills: explains the function of nouns, pronouns, verbs, adjectives and adverbs; forms and uses regular and irregular plural nouns; forms and uses regular and irregular verbs; forms and uses the simple verb tenses; ensures subject-verb and pronoun-antecedent agreement; forms and uses comparative and superlative adjectives and adverbs.	Consistently evidences the following skills: explains the function of nouns, pronouns, verbs, adjectives and adverbs; forms and uses regular and irregular plural nouns; forms and uses regular and irregular verbs; forms and uses the simple verb tenses; ensures subject-verb and pronoun-antecedent agreement; forms and uses comparative and superlative adjectives and adverbs.	In addition to Level 4 performance, demonstrates command of conventions when reading and writing across all subject areas.
Use conventions of standard English capitalization, punctuation and spelling.	Demonstrates command of the conventions of standard English capitalization, punctuation and spelling with guidance.	Inconsistently evidences the following skills: capitalizes appropriate words in a title; uses commas in addresses; uses commas and quotation marks in dialogue; forms and uses possessives; uses conventional spelling for high frequency and other studied words; consults reference materials as needed to check and correct spellings.	Frequently evidences the following skills: capitalizes appropriate words in a title; uses commas in addresses; uses commas and quotation marks in dialogue; forms and uses possessives; uses conventional spelling for high frequency and other studied words; consults reference materials as needed to check and correct spellings.	Consistently evidences the following skills: capitalizes appropriate words in a title; uses commas in addresses; uses commas and quotation marks in dialogue; forms and uses possessives; uses conventional spelling for high frequency and other studied words; consults reference materials as needed to check and correct spellings.	In addition to Level 4 performance, critiques peers' command of the conventions of standard English capitalization, punctuation and spelling.
Determine and clarify the meaning of unknown and multiple-meaning words and phrases.	Determines and clarifies meaning of unknown words with guidance.	Inconsistently evidences the following skills: uses sentence level context as a clue to meaning of an unknown word or phrase; uses known root words as a clue to meaning of unknown words with the same root; uses glossaries and beginning dictionaries to determine	Frequently evidences the following skills: uses sentence level context as a clue to meaning of an unknown word or phrase; uses known root words as a clue to meaning of unknown words with the same root; uses glossaries and beginning dictionaries to determine	Consistently evidences the following skills: uses sentence level context as a clue to meaning of an unknown word or phrase; uses known root words as a clue to meaning of unknown words with the same root; uses glossaries and beginning dictionaries to determine	In addition to Level 4 performance, identifies meaning of multiple-meaning words and phrases from instances of usage in other texts.

		and clarify precise meanings of words and phrases.	and clarify precise meanings of words and phrases.	and clarify precise meanings of words and phrases.	
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