3rd Grade Reading and Language Arts Competencies and Progressions--GP1

The purpose of this document is to clarify what students should know and be able to do in Quarter 1.

The **Competencies** listed in the table below are developed from the Texas Essential Knowledge and Skills (TEKS) for that grade level. The chart defines which quarter the Competency is reported (Q1 = Grading Period 1, Q2 = Grading Period 2, etc.).

Teachers will report on the competencies using the **Grading Progressions** which are comprised of four proficiency levels (developing (DV), progressing (PG), and proficient (PF)) and defines the knowledge and skills students will master on their pathway to proficiency. The Grading Progressions for each Competency are below the yearlong outline of the Competencies. The Grading Progressions define what a student knows and is able to do related to that competency at the end of a unit or quarter. To see what success on each individual competency looks like in a particular unit, please see the **Public Overview** document for the course.

Students who receive a mark of "**Proficient**" meet the grade level expectation for that Competency.

Competencies	GP 1	GP 2	GP3	GP4
RC1—Analysis of Literary Plots The student analyzes the story by thinking about how the events work together in the plot.	X	X	X	X
RC2—Characters and Theme in Literary Text The student analyzes the relationships and interactions of characters to infer the theme of literary texts.	X	X	X	X
RC3—Central Idea and Details in Informational/Argumentative Texts The student infers the author's central idea/claim in informational and argumentative texts by thinking about the details and text features.		X	X	X
RC4-- Text Structure and Author's Purpose in Informational/Argumentative Texts The student analyzes the informational and argumentative texts by thinking about the text structures and author's purpose.			X	X
RC5—Response to Reading The student discusses, writes, and provides text evidence to show how they comprehend text.	X	X	X	X

RC6—Analysis of Author's Craft The student analyzes the authors' craft choices and how they influence and communicate meaning within texts.	X	X	X	X
WC7— Purpose The student communicates meaning in their writing.	X	X	X	X
WC8—Genre & Structure The student's writing reflects the typical features and structures of the genre in which they write.	X	X	X	X
WC9—Details & Voice The student's use of details and voice enhance the meaning of their writing.	X	X	X	X
WC10—Conventions The student uses spelling, punctuation marks and grammar conventions correctly in their writing.	X	X	X	X

Evidence can be gathered throughout the designated grading periods and can be collected through *(but not limited to)*:
- Explicit Teach
- Guided practice
- Guided reading and small group instruction
- Independent reading and conferring
- Independent writing and conferring

Learning Progression for Reading Competency 1: Analysis of Literary Plots (GP1—GP4)
The student analyzes literary plots.
Note: At this competency, students are able to analyze plot elements using different levels of text.

Developing	Progressing	Proficient	Advanced
Retells the general plot elements including: • Characters • Main conflict • Resolution • One important event • Setting	Retells the plot elements including: • Characters • Main conflict • Resolution • Multiple important events • Setting Knows which details about plot and conflict are significant Describes the importance of setting	Recognizes and analyzes (breaks down) the plot element and discusses how parts connect to others: • Characters • Main conflict • Resolution • Multiple important events • Setting Ex: How does the conflict connect to the important event? Knows which details about plot and conflict are significant Identifies that there are multiple problems in a story that can affect the main problem **(GP2—GP4)** Explains the impact of the setting on plot	Explains how a character's interactions with others and the events cause the character to change Evaluates the significance of the setting in the story Identifies that there are multiple problems in a story that can affect the main problem **(GP1)** Analyzes literary plots using more complex text

Learning Progression for Reading Competency 2: Characters and Theme in Literary Text (GP1)
The student analyzes characters, their relationships and interactions, and infers the theme of literary texts.

Developing	Progressing	Proficient	Advanced
Identifies general character traits (internal or external)	Identifies the character's internal and external traits and feelings: • noticing what the character says, does and thinks, and thinks about how this helps them	Explains how a character's feelings change and the events that cause the changes Describes the relationships between characters	Identifies and interprets several **less obvious** character traits and feelings that reveal a character's complexity such as *but not limited to*: • showing the traits, thoughts, or feelings that contradicts • showing both positive and negative sides of the character's personality Explains relationships between major and minor characters, including how their relationship affects or is important to the story

Learning Progression for Reading Competency 5: Response to Reading (GP1—GP4)
The student discusses and writes about texts, supporting ideas with text evidence.
*** This competency should be assessed in conjunction with other competencies.***

Developing	Progressing	Proficient	Advanced
Responds using general language Demonstrates general idea about the text Misrepresents ideas in the text Response is not connected or loosely connected to the ideas in the text Relies solely on background knowledge rather than texts to support thinking	Retells or paraphrases texts Uses notetaking, annotating, freewriting, illustrating, or questioning to track thinking in one way Describes personal connections to a variety of texts Responds using academic language Discusses specific ideas in the text that are important to the meaning Finds text evidence to support responses, but has difficulty selecting the *best* evidence	Retells or paraphrases texts in ways that maintain meaning and logical order Uses notetaking, annotating, freewriting, illustrating, or questioning to track thinking in multiple ways Writes responses that demonstrate understanding of texts Responds using academic language, including newly acquired content vocabulary Makes inferences and uses relevant text evidence to support responses Explains connections between the text evidence selected and the central idea of the response	Writes responses that demonstrate understanding of texts, including comparing and contrasting ideas across two texts Effectively explains connections between well-chosen text evidence and the central idea of the response

Learning Progressions for Reading Competency 6: Analysis of Author's Craft (GP1—GP4)
The student analyzes the authors' craft choices and how they influence and communicate meaning within texts.
**Note: This competency should be used in conjunction with other competencies.

Developing	Progressing	Proficient	Advanced
Identifies the topic the author is writing about

Discusses the use of text structure with prompting

Discusses the use of print and graphic features with prompting

Recognizes descriptive, figurative, or interesting language | Identifies the topic, but misinterprets author's purpose

Explains the impact of how text structure contributes to the text with some prompting

Makes general explanations of the use of print and graphic features

Notices some descriptive, figurative, or interesting language but is confused about its purpose

Notices some uses of punctuation but is confused with its purpose

Makes general explanations of voice within text, but may require some prompting | Infers the author's purpose and message within a text supporting it with text evidence

Explains how the use of text structure contributes to the author's purpose within the text

Explains how the use of print and graphic features are used to achieve specific purposes

Notices and explains author's purpose for descriptive, figurative, or interesting language to communicate meaning or mood within the text

Notices and discusses interesting uses of punctuation to communicate meaning within texts

Explains how language contributes to the overall voice of the text | Evaluating the effectiveness of the author's use of craft |

Learning Progressions for Writing Competency 7: Purpose (GP1—GP4)
The student communicates meaning in their writing.

*** This progression is assessed partially through writing conferences asking questions such as:*

- What are you going to say about your topic?
- What are you trying to say? What point are you trying to make?

Developing	Progressing	Proficient	Advanced
Uses the writing process Unclear or confused about the meaning they want to communicate Unclear or confused about their audience	Uses the writing process Chooses a purpose for writing Knows what they want to say about their topic, but they have not communicated their meaning in the writing Identifies their audience but has not made any decisions in their writing based on their audience	Uses the writing process • prewrite, draft, revise, publish to ensure that purpose is clearly communicated Chooses a message to share as their purpose with others Explains their message to others Communicates meaning in their writing Meaning influences other decisions they make in composing their writing Identifies an audience for their writing Purposefully includes decisions in their writing for identified audience	Uses knowledge of the genre chosen to help convey meaning Includes features and elements in their writing found in a higher-grade level of the Literacy Continuum. *Refer to the writing process section – Purpose and Audience to select goals for students.*

Learning Progressions for Writing Competency 8: Genre & Structure (GP1)
The student's writing reflects the typical features and structures of the genre in which they write.

Developing	Progressing	Proficient	Advanced
Personal Narratives: Uses the writing process Follows a basic narrative plot structure (*but may lose focus*): • Beginning • Middle • End	**Personal Narratives:** Uses the writing process Attempts to stay focused on the moment in time Understands/follows a general narrative plot structure • Beginning • Middle • End	**Personal Narratives:** Uses the writing process Stays focused on the moment in time Understands and follows a narrative plot structure including (*but not limited to*): Ex: • Beginning: conflict could be introduced • Middle: shows how the story unfolds • End: the conflict could be resolved • Resolution* Develops characters by describing their thoughts, actions, feelings, and/or relationships with other characters All parts of the student's writing help develop their purpose or their point writes more about significant moments* • Is the student sharing something that is of significance or that they are passionate about?	**Personal Narratives:** Stays focused on the moment in time and message Uses transitions to show connections between the scenes Attempts to build tension or suspense for the reader Focuses on one or more scenes which are ordered in time/sequential order

Learning Progressions for Writing Competency 9: Details & Voice (GP1)
The student's use of details and voice enhance the meaning of their writing.

Developing	Progressing	Proficient	Advanced
Personal Narrative: Contains few details Lists details Uses some punctuation	**Personal Narrative:** Includes general details Uses general and repetitive words Uses similar sentence structures in sentence after sentence	**Personal Narrative:** Writes with a range of genre-specific details and examples: • dialogue • character's thoughts, feelings, and actions • description of characters • description of setting Details may create imagery at times. Uses specific words in their details such as *(but not limited to):* • descriptive adjectives • action verbs Uses punctuation to support voice such as *(but not limited to)*: • … - ellipse • - - dash • !!! or ?!?! - Repetition of punctuation marks	**Personal Narrative:** Includes specific, relevant details in their piece that enhance idea or purpose Details may create imagery at times through a variety of ways including figurative language and sensory details Word choice is purposeful and precise in their details

Learning Progressions for Writing Competency 10: Conventions (GP1—GP4)
The student uses spelling, punctuation marks and grammar conventions correctly in their writing.

Developing	Progressing	Proficient	Advanced
Finds and corrects some errors using available resources	Edits using available resources to correct most errors	Drafts using correct spelling, punctuation, and language usage and uses available resources to correct mistakes	Reflects on past convention errors and does not make the same mistakes Explains how the edits improve the writing

All Grading Periods
- draft using what is already known about spelling, punctuation, and language
- reread writing
- use available resources (checklists, mentor sentences, word wall words, dictionaries, etc.) to improve writing

First Grading Period
- use simple sentences with subject-verb agreement
- use coordinating conjunctions to form compound subjects and predicates

Second Grading Period
- use plural nouns in their writing to show more than one person, place, or thing
- use apostrophes in their writing to show ownership
- use verbs in their writing to show time: past, present, and future
- use adverbs in their writing to show when something happened, happens, will happen or how something happens
- capitalize proper nouns in their writing to emphasize names of places, holidays, titles of people with names
- write a compound sentence using a comma and an: *and, or, so, or but* to join two sentences

Third Grading Period
- use complete compound sentences with subject-verb agreement
- use commas in compound sentences
- match pronouns by number, person, and ownership in their writing
- use an apostrophe to show where letters are squeezed out in their writing
- use apostrophes to show either ownership or contraction in their writing
- compare two things in their writing using –er or more
- compare three or more things in their writing using –est or most

Developing	Progressing	Proficient	Advanced
• use prepositional phrases in their writing to tell where, when, and which one Fourth Grading Period • use adjectives in their writing: comparative and superlative forms • Use prepositions and prepositional phrases in their writing • Use pronouns in their writing: subjective, objective, and possessive			