

3rd Language Arts Quarter 2

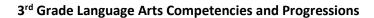
The purpose of this document is to clarify what students should know and be able to do each grading period.

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 **Learning Progressions** which are comprised of four proficiency levels (developing (DV), progressing (PG), proficient (PG) and advanced (AV)) and defines the knowledge and skills students will master on their pathway to proficiency. The Learning Progressions for each Competency are below the yearlong outline of the Competencies. Following the Learning Progression are the Competency Success Criteria which define what a student knows and is able to do related to that competency at the end of a unit or quarter.

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

| Competencies | | Q2 | Q3 | Q4 |
|--|---|----|----|----|
| C1—Writing Literary Texts The student uses literary characteristics and craft to compose literary texts using the writing process. | х | х | | х |
| C2—Writing Informational Texts The student uses informational characteristics and craft to compose informational texts using the writing process. | | х | х | х |
| C3—Edits Own Writing The student edits their own writing for grade appropriate conventions. | х | Х | Х | х |





Learning Progression for Competency 1: Writing Literary Texts

The student uses literary characteristics and craft to compose literary texts using the writing process.

| Developing | Progressing | Proficient | Advanced |
|---|------------------------------------|---|--|
| Uses a writing process | Uses a writing process | Uses a writing process | Meets all of proficient and |
| Follows a narrative plot structure including: | Chooses a purpose for writing | Chooses a purpose writing, keeping the audience in mind | Explains their message to others |
| Beginning | Stays focused on the story | | Stays focused on the story and their |
| Middle | | Explains their purpose to others | message |
| • End | Follows a narrative plot structure | | |
| | including: • Introduction | Stays focused on the story | Attempts to build tension or suspense for the reader |
| | Beginning | Follows a narrative plot structure | · |
| | Middle | including: | |
| | • End | Beginning | |
| | Conflict | Middle | |
| | Resolution | • End | |
| | Conclusion | Conflict | |
| | | Resolution | |
| | Elaborates on conflict | | |
| | | Showed what happened to (and in) | |
| | | the character(s) | |
| | | Includes an | |
| | | Introduction hooks the reader's | |
| | | attention | |
| | | Conclusion that completes the | |
| | | story | |

Success Criteria:

The student can:

- use a writing process to compose a narrative piece.
- select own topic for writing.
- choose a purpose for writing.



3rd Grade Language Arts Competencies and Progressions

| Developing | Progressing | Proficient | Advanced |
|--|-------------|------------|----------|
| explain purpose to audience. | | | |
| follow narrative plot structure. | | | |
| include characters. | | | |
| write an introduction. | | | |
| write a conclusion. | | | |
| use descriptive language. | | | |





Learning Progression for Competency 2: Writing Informational Texts

The student uses informational characteristics and craft to compose informational texts using the writing process.

| Developing | Progressing | Proficient | Advanced |
|--|--|--|---|
| Uses a writing process | Uses a writing process | Uses a writing process | Meets all of proficient and |
| Loses focus on a topic Includes • supporting details • print and graphic features | Stays focused on a topic, attempting a central idea Includes • supporting details • interesting word choice • print and graphic features | Chooses a purpose for writing, keeping the reader in mind Stays focused on a central idea Includes • specific and relevant details • word choice that helps the reader visualize • print and graphic features | Studies organizational patterns in mentor texts and tries them out in their writing Categorizes information from multiple texts into subtopics Includes an Introduction Conclusion |
| | | Chooses an organizational structure | |

Success Criteria:

The student can:

- use a writing process to compose an informational piece.
- select own topic for writing.
- choose a purpose for writing.
- explain purpose to audience.
- choose an informational structure.
- write a central idea.
- include details that support the central idea.
- write an introduction.
- write a conclusion.
- elaborate.





Learning Progression for Competency 3: Edits Own Writing

The student edits their own writing for grade appropriate conventions.

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

Success Criteria:

The student can:

All Quarters

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

Second Quarter

- use plural nouns in their writing to show more than one person, place, or thing.
- capitalize proper nouns in their writing to emphasize names of places.
- capitalize names of holidays in their writing to show their importance.
- capitalize titles of people with names in their writing to show importance.
- 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, or will happen.
- use adverbs in their writing to show how something happens.
- write a compound sentence using a comma and an *and* to join two sentences.
- write a compound sentence using a comma and *but* to join two sentences.
- write a compound sentence using a comma and so to join two sentences.
- write a compound sentence using a comma and or to join two sentences.