

## 3<sup>rd</sup> 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	Q1	Q2	Q3	Q4
<b>C1—Writing Literary Texts</b> The student uses literary characteristics and craft to compose literary texts using the writing process.	X	X		X
<b>C2—Writing Informational Texts</b> The student uses informational characteristics and craft to compose informational texts using the writing process.		X	X	X
<b>C3—Edits Own Writing</b> The student edits their own writing for grade appropriate conventions.	X	X	X	X

**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
<p>Uses a writing process</p> <p>Follows a narrative plot structure including:</p> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> </ul>	<p>Uses a writing process</p> <p>Chooses a purpose for writing</p> <p>Stays focused on the story</p> <p>Follows a narrative plot structure including:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Conflict</li> <li>• Resolution</li> <li>• Conclusion</li> </ul> <p>Elaborates on conflict</p>	<p>Uses a writing process</p> <p>Chooses a purpose writing, keeping the audience in mind</p> <p>Explains their purpose to others</p> <p>Stays focused on the story</p> <p>Follows a narrative plot structure including:</p> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Conflict</li> <li>• Resolution</li> </ul> <p>Showed what happened to (and in) the character(s)</p> <p>Includes an</p> <ul style="list-style-type: none"> <li>• Introduction hooks the reader’s attention</li> <li>• Conclusion that completes the story</li> </ul>	<p>Meets all of proficient and...</p> <p>Explains their message to others</p> <p>Stays focused on the story and their message</p> <p>Attempts to build tension or suspense for the reader</p>
<p>Success Criteria: The student can:</p> <ul style="list-style-type: none"> <li>• use a writing process to compose a narrative piece.</li> <li>• select own topic for writing.</li> <li>• choose a purpose for writing.</li> </ul>			

Developing	Progressing	Proficient	Advanced
<ul style="list-style-type: none"><li>• explain purpose to audience.</li><li>• follow narrative plot structure.</li><li>• include characters.</li><li>• write an introduction.</li><li>• write a conclusion.</li><li>• use descriptive language.</li></ul>			

**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
<p>Uses a writing process</p> <p>Loses focus on a topic</p> <p>Includes</p> <ul style="list-style-type: none"> <li>• supporting details</li> <li>• print and graphic features</li> </ul>	<p>Uses a writing process</p> <p>Stays focused on a topic, attempting a central idea</p> <p>Includes</p> <ul style="list-style-type: none"> <li>• supporting details</li> <li>• interesting word choice</li> <li>• print and graphic features</li> </ul>	<p>Uses a writing process</p> <p>Chooses a purpose for writing, keeping the reader in mind</p> <p>Stays focused on a central idea</p> <p>Includes</p> <ul style="list-style-type: none"> <li>• specific and relevant details</li> <li>• word choice that helps the reader visualize</li> <li>• print and graphic features</li> </ul> <p>Chooses an organizational structure</p>	<p>Meets all of proficient and...</p> <p>Studies organizational patterns in mentor texts and tries them out in their writing</p> <p>Categorizes information from multiple texts into subtopics</p> <p>Includes an</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Conclusion</li> </ul>
<p>Success Criteria: The student can:</p> <ul style="list-style-type: none"> <li>• use a writing process to compose an informational piece.</li> <li>• select own topic for writing.</li> <li>• choose a purpose for writing.</li> <li>• explain purpose to audience.</li> <li>• choose an informational structure.</li> <li>• write a central idea.</li> <li>• include details that support the central idea.</li> <li>• write an introduction.</li> <li>• write a conclusion.</li> <li>• elaborate.</li> </ul>			

**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 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

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.