

3rd Grade Reading 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	Q 1	Q 2	Q 3	Q 4
C1—Analysis of Literary Plots The student analyzes literary plots.	X	X		X
C2—Characters in Literary Text The student analyzes characters—their relationships and interactions.	X	X		X
C3—Themes in Literary Text The student infers the theme of literary texts.	X	X		X
C4—Central Idea and Details in Informational Texts The student infers the author’s purpose, the central idea(s), and supporting details in informational texts.		X	X	X
C5—Informational Text Features and Structures The student analyzes informational texts by thinking about how the structure and text features reveal the author’s purpose.		X	X	X
C6—Response to Reading The student discusses and writes about texts, supporting ideas with text evidence.	X	X	X	X

Learning Progression for Competency 1: Analysis of Literary Plots

The student analyzes literary plots.

Developing	Progressing	Proficient	Advanced
<p>Retells the plot including:</p> <ul style="list-style-type: none"> • Characters • Main conflict • Resolution • Multiple important events • Setting 	<p>Retells the plot including:</p> <ul style="list-style-type: none"> • Characters • Main conflict • Resolution • Multiple important events • Setting <p>Knows which details about plot and conflict are significant</p>	<p>Analyzes (breaks down) the plot and discusses how each part is important to the whole story including:</p> <ul style="list-style-type: none"> • Characters • Main conflict • Resolution • Important events • Setting <p>Explains the impact of the setting on plot</p> <p>Knows which details about plot and conflict are significant</p> <p>Identifies that there are multiple problems in a story that can affect the main problem</p>	<p>All of proficient and...</p> <p>Explains the setting's significance or mood and its effect on characters and plot</p> <p>Explains how a character's interactions with others and the events cause the character to change</p>
<p>Success Criteria for Proficient in Analysis of Literary Plots:</p> <p>The student can:</p> <ul style="list-style-type: none"> • analyze (break down) the plot into parts (important events). • discuss how each part is important to the whole story. • explain how the characters impact the main event. • explain how the resolution is connected to the main conflict. • explain how the setting impacts the plot. 			

Learning Progression for Competency 2: Characters in Literary Text

The student analyzes characters—their relationships and interactions.

Developing	Progressing	Proficient	Advanced
<p>Notifies what the character:</p> <ul style="list-style-type: none"> • Says • Does • Thinks <p>Uses the information to infer the character’s traits and feelings</p>	<p>Identifies the major and minor characters</p> <p>Understands that characters have relationships with other characters which can impact the character in some way</p>	<p>Identifies and interprets a variety of character traits and feelings that reveal a character’s complexity</p> <p>Explains relationships between all characters (minor and major) and how their relationship impacts the story</p>	<p>Notifies how characters change across the story</p> <p>Explains how these interactions with other characters and events cause the character to change</p> <p>Notifies and explains that characters do not act the same way throughout the whole story</p>
<p>Success Criteria for Proficient in Characters in Literary Text:</p> <p>The student can:</p> <ul style="list-style-type: none"> • identify my character’s traits throughout the story. • identify my character’s feelings in a story. • identify the major and minor characters in my story. • infer how the characters interact with other characters in the story. • infer how the character changes and what causes the change to occur. • support my inference with relevant evidence from the text. 			

Learning Progression for Competency 3: Theme in Literary Text

The student infers the theme of literary texts.

Developing	Progressing	Proficient	Advanced
Explains a topic from the book based on story events	Explains one of the text's lessons/themes based on most of the events Explains how the theme applies to own life	All of progressing and... Connects the text's lesson or theme to universal problems and issues	Notices that a story may have more the one theme or lesson Explains both the universal themes and common themes represented in a text
<p>Success Criteria for Proficient in Theme in Literary Text:</p> <p>The student can:</p> <ul style="list-style-type: none"> draw conclusions about how the setting impacts/affects plot, characters relationships, and theme. distinguish between main events and minor events (or important/interesting). explain how plot events influence future events. infer how the characters interact with other characters in the story. infer how the character changes and what causes the change to occur. make connections with my story's theme. 			

Learning Progression for Competency 4: Central Idea and Details in Informational Texts

The student infers the author’s purpose, the central idea(s), and supporting details in informational texts.

Developing	Progressing	Proficient	Advanced
<p>Quotes or paraphrases a sentence or heading that captures the main idea</p> <p>Retells details directly stated in the text</p>	<p>Infers the central idea of a section or the whole text</p> <p>Infers most supporting details using pictures and words from a section or a whole text</p> <p>States the author’s purpose using general words</p>	<p>Retells the central idea(s) and supporting details, leaving out unimportant things</p> <p>Infers several important central ideas in a text and uses those to determine the overall central idea</p> <p>States the author’s purpose including the central idea</p>	<p>Uses details across page(s) to infer a complex central idea</p> <p>Evaluates which central idea in a text seems the most significant to determine the overall central idea</p> <p>States the author’s purpose including the central idea</p>

Success Criteria for Proficient in Central Idea and Details in Informational Texts:

The student can:

- explain the author’s purpose.
- identify the central idea of the informational text.
- identify the supporting details to support the central idea.
- summarize an informational text by using the central idea and supporting details to help guide me.

Learning Progression for Competency 5: Informational Text Features and Structures

The student analyzes informational texts by thinking about how the structure and text features reveal the author’s purpose.

Developing	Progressing	Proficient	Advanced
<p>Notices signal words within a sentence to help connect details and explains the relationship between supporting details</p> <p>Identifies a text feature and explains a little about what the text feature shows them</p>	<p>Retells information from the text in the order it is presented without recognizing the text’s structure</p> <p>Identifies text features and explains a little about what the text feature shows them</p>	<p>Identifies the structure of a section of text</p> <p>Notices signal words to help connect details within a text and explains the relationship between complicated supporting details</p> <p>Identifies text features and explains what information the text features help readers locate and gain</p>	<p>Identifies the structure of an informational text and explains how the structure helps the author achieve their purpose</p> <p>Explains the new information that a text feature offers and connects that information to the main text</p> <p>Explains why an author may have chosen specific text feature</p>

Success Criteria for Proficient in Informational Text Features and Structures:

The student can:

First and Second Quarters

- monitor their comprehension of Informational text.
 - use text features to preview information
 - stop and jot important information
- make predictions using text features to guide them.
 - Sections
 - Tables
 - Graphs
 - Timelines
 - Bullets
 - Numbers
 - Bold and italicized
- identify the author’s purpose.
- explain how text features helped the author achieved their purpose.

Third and Fourth Quarters

- monitor their comprehension of Informational text.
 - use text features to preview information

Developing	Progressing	Proficient	Advanced
<ul style="list-style-type: none"> ○ stop and jot important information • identify and explain the author’s choice in organizational structure. <ul style="list-style-type: none"> ○ Description ○ Sequence ○ Cause and effect ○ Problem and solution ○ Compare and contrast • write a response explaining the organization structure and the author’s purpose using that structure. 			

Learning Progression for Competency 6: Response to Reading

The student discusses and writes about texts, supporting ideas with text evidence.

Developing	Progressing	Proficient	Advanced
<p>Responds using general language</p> <p>Demonstrates misconceptions about the text</p> <p>Misrepresents ideas in the text</p> <p>Response is not connected to the ideas in the text</p> <p>Relies solely on background knowledge rather than texts to support thinking</p> <p>Rarely responds to texts</p>	<p>Retells or paraphrases texts</p> <p>Uses notetaking, annotating, freewriting, illustrating, or questioning to track thinking within the text and monitor comprehension</p> <p>Describes personal connections to a variety of texts</p> <p>Responds using academic language</p> <p>Discusses specific ideas in the text that are important to the meaning</p> <p>Finds text evidence to support responses, but has difficulty selecting the <i>best</i> evidence</p>	<p>Retells or paraphrases texts in ways that maintain meaning and logical order</p> <p>Uses notetaking, annotating, freewriting, illustrating, or questioning to track thinking within, about, and beyond the text</p> <p>Writes responses that demonstrate understanding of texts</p> <p>Responds using academic language, including newly acquired content vocabulary</p> <p>Makes inferences and Uses relevant text evidence to support responses</p> <p>Explains connections between the text evidence selected and the central idea of the response</p>	<p>All of Proficient and...</p> <p>Writes responses that demonstrate understanding of texts, including comparing and contrasting ideas across two texts</p> <p>Synthesizes information to create new understanding</p> <p>Effectively explains connections between well-chosen text evidence and the central idea of the response</p>

Success Criteria for Proficient in Response to Reading:

The student can:

- paraphrase what i read.
- retell what i read and maintain meaning.
- track my thinking by jotting clear notes.
- ask questions about my reading.
- explain my thoughts using text evidence.

- compose a response that not only shows my thinking but is supported by text evidence.
- explain how my text evidence shows my central idea.
- use academic language in my response.
- reflect on my thinking in different parts of the text.