

3rd Grade Reading and Language Arts Competencies and Progressions—GP2

The purpose of this document is to clarify what students should know and be able to do in Quarter 2.

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
<p>Retells the general plot elements including:</p> <ul style="list-style-type: none"> • Characters • Main conflict • Resolution • One important event • Setting 	<p>Retells the plot elements 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>Describes the importance of setting</p>	<p>Recognizes and analyzes (breaks down) the plot element and discusses how parts connect to others:</p> <ul style="list-style-type: none"> • Characters • Main conflict • Resolution • Multiple important events • Setting <p>Ex: How does the conflict connect to the important event?</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 (GP2—GP4)</p> <p>Explains the impact of the setting on plot</p>	<p>Explains how a character’s interactions with others and the events cause the character to change</p> <p>Evaluates the significance of the setting in the story</p> <p>Identifies that there are multiple problems in a story that can affect the main problem (GP1)</p> <p>Analyzes literary plots using more complex text</p>

Learning Progression for Reading Competency 2: Characters and Theme in Literary Text (GP2-G4)

The student analyzes characters, their relationships and interactions, and infers the theme of literary texts.

Developing	Progressing	Proficient	Advanced
<p>Identifies the character’s internal and external traits and feelings:</p> <ul style="list-style-type: none"> noticing what the character says, does and thinks, and thinks about how this helps them <p>Identifies the major and minor characters</p>	<p>Explains how a character’s feelings change and the events that cause the changes</p> <p>Describes the relationships between characters</p> <p>Names a lesson the character learned and supports their thinking with text evidence.</p>	<p>Identifies and interprets several less obvious character traits and feelings that reveal a character’s complexity such as <i>but not limited to</i>:</p> <ul style="list-style-type: none"> showing the traits, thoughts, or feelings that contradicts showing both positive and negative sides of the character’s personality <p>Explains relationships between major and minor characters, including how their relationship affects or is important to the story</p>	<p>Describes significant changes in a character, comparing past traits and feelings with present ones</p>

Developing	Progressing	Proficient	Advanced
<p>Identifies the topic of a story and supports their thinking with text evidence</p>	<p>Names a lesson the character learned and supports their thinking with text evidence</p>	<p>Understands the difference between topic and theme</p> <p>Infers the book’s universal themes related to the main events of the plot and supports their thinking with text evidence</p>	<p>Infers the book’s universal theme with a deeper, more complex text and explains how the theme applies to real life using text evidence</p> <p>Connects universal theme of books to other texts that have been read using text evidence</p>
<p>Recognizes poetry from other texts</p>	<p>Identifies characteristics of poetry</p>	<p>Explains characteristics of poetry and the purpose of the characteristics: Ex: This is a stanza. The purpose of the stanza is to...</p>	

Learning Progression for Reading Competency 3: Central Idea and Details in Informational/Argumentative Texts (GP2)

The student infers the author’s central idea/claim in informational and argumentative texts by thinking about the details and text features.

Developing	Progressing	Proficient	Advanced
<p>Retells details directly stated in the text</p> <p>Quotes or paraphrases a sentence or heading that captures the central idea/claim</p>	<p>Retells the central idea(s) and supporting details, leaving out unimportant things</p> <p>Paraphrases the central idea/claim and most supporting details</p> <p>Uses details and infers to determine the central idea/claim of a page or section</p>	<p>Explains details and infers to determine the central idea/claim of an entire text</p> <ul style="list-style-type: none"> Ex: Supports a central idea with several key details from different pages or sections using words, pictures, and text features <p>Retells and paraphrases the central idea/claim and most supporting details</p> <p>Articulates the connection between details and central idea/claim</p>	<p>Synthesizes all details from pictures and words in the text to state a complex main idea, using original language.</p>

Developing	Progressing	Proficient	Advanced
Identifies text features and explain how text features help readers locate and gain information	Identifies additional information from text features.	Identifies additional information from text features and explains how they connect to a topic or central idea. Explains how the author uses text features to achieve a specific purpose <i>such as</i> : <ul style="list-style-type: none"> • bold and italicized font • sections (headings) • illustrations • photographs 	Explains how text features enhances understanding of a text and how multiple text features work together

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	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	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	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

Relies solely on background knowledge rather than texts to support thinking	<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>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>	
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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
<p>Identifies the topic the author is writing about</p> <p>Discusses the use of text structure with prompting</p> <p>Discusses the use of print and graphic features with prompting</p>	<p>Identifies the topic, but misinterprets author’s purpose</p> <p>Explains the impact of how text structure contributes to the text with some prompting</p> <p>Makes general explanations of the use of print and graphic features</p>	<p>Infers the author’s purpose and message within a text supporting it with text evidence</p> <p>Explains how the use of text structure contributes to the author’s purpose within the text</p>	<p>Evaluating the effectiveness of the author’s use of craft</p>

<p>Recognizes descriptive, figurative, or interesting language</p>	<p>Notices some descriptive, figurative, or interesting language but is confused about its purpose</p> <p>Notices some uses of punctuation but is confused with its purpose</p> <p>Makes general explanations of voice within text, but may require some prompting</p>	<p>Explains how the use of print and graphic features are used to achieve specific purposes</p> <p>Notices and explains author’s purpose for descriptive, figurative, or interesting language to communicate meaning or mood within the text</p> <p>Notices and discusses interesting uses of punctuation to communicate meaning within texts</p> <p>Explains how language contributes to the overall voice of the text</p>	
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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
<p>Uses the writing process</p>	<p>Uses the writing process</p> <p>Chooses a purpose for writing</p>	<p>Uses the writing process</p> <ul style="list-style-type: none"> • prewrite, draft, revise, publish to ensure that purpose is clearly communicated 	<p>Uses knowledge of the genre chosen to help convey meaning</p>

Developing	Progressing	Proficient	Advanced
<p>Unclear or confused about the meaning they want to communicate</p> <p>Unclear or confused about their audience</p>	<p>Knows what they want to say about their topic, but they have not communicated their meaning in the writing</p> <p>Identifies their audience but has not made any decisions in their writing based on their audience</p>	<p>Chooses a message to share as their purpose with others</p> <p>Explains their message to others</p> <p>Communicates meaning in their writing</p> <p>Meaning influences other decisions they make in composing their writing</p> <p>Identifies an audience for their writing</p> <p>Purposefully includes decisions in their writing for identified audience</p>	<p>Includes features and elements in their writing found in a higher-grade level of the Literacy Continuum.</p> <p><i>Refer to the writing process section – Purpose and Audience to select goals for students.</i></p>

Learning Progressions for Writing Competency 8: Genre & Structure (GP2—GP4)

The student’s writing reflects the typical features and structures of the genre in which they write.

Note: Narrative plot structures (changes in this progression) grow in different levels of complexity as the year progresses.

Developing	Progressing	Proficient	Advanced
<p><u>Personal Narratives:</u> Uses the writing process</p> <p>Follows a basic narrative plot structure including (may lose focus):</p>	<p><u>Personal Narratives:</u> Uses the writing process</p> <p>Attempts to stay focused on the moment in time</p>	<p><u>Personal Narratives:</u> Uses the writing process</p> <p>Stays focused on the moment in time</p> <p>Focuses on one or more scenes which are ordered in time/sequential order</p>	<p><u>Personal Narratives:</u> Stays focused on the moment in time and message</p>

<ul style="list-style-type: none"> • Beginning • Middle • End <p>Multiple parts of the writing do not contribute to the meaning</p>	<p>Attempts to focus on one or more scenes which are ordered in time/sequential order</p> <p>Understands/follows a narrative plot structure but may have misconceptions:</p> <ul style="list-style-type: none"> • Beginning • Middle • End • Conflict • Resolution <p>Elaborates on conflict</p> <p>Some parts of the writing do not add to the effectiveness of the paper</p>	<p>Understands and follows a narrative plot structure including (<i>but not limited to</i>):</p> <ul style="list-style-type: none"> • Introduction • Beginning: conflict is introduced • Middle: a series of scenes that shows how the story unfolds • End: the conflict is resolved • Conflict* (internal or external) • Resolution* • Conclusion <p>Develops characters by describing their thoughts, actions, feelings, and/or relationships with other characters</p> <p>All parts of the student’s writing help develop meaning</p> <p>Includes an:</p> <ul style="list-style-type: none"> • Introduction hooks the reader’s attention • Conclusion that completes the story <p>writes more about significant moments*</p>	<p>Uses transitions to show connections between the scenes</p> <p>Attempts to build tension or suspense for the reader</p>
<p>Poetry: Uses the writing process</p> <p>Chooses a form/layout that strays from the purpose</p>	<p>Poetry: Uses the writing process</p> <p>Has some typical features of the genre of poetry such as (<i>but not limited to</i>):</p> <ul style="list-style-type: none"> • Line and line breaks • Stanzas • White space • Rhyme and rhyme scheme • Figurative language 	<p>Poetry: Uses the writing process</p> <p>Has the typical features of the genre of poetry such as (<i>but not limited to</i>):</p> <ul style="list-style-type: none"> • Line and line breaks • Stanzas • White space • Rhyme and rhyme scheme • Figurative language • Imagery 	<p>Poetry: Analyzes patterns in mentor texts and tries them out in their writing and verbally explain their purpose</p>

	<ul style="list-style-type: none"> Imagery <p>Chooses a form/layout that might require prompting or additional information from student</p>	<p>Chooses and follows a form/layout that helps to achieve the purpose</p> <p>Stays focused on poem and message that is being conveyed</p>	
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Learning Progressions for Writing Competency 8: Genre & Structure (GP2—GP4)

The student’s writing reflects the typical features and structures of the genre in which they write.

Developing	Progressing	Proficient	Advanced
<p><u>Informational/Argumentative:</u> Uses the writing process</p> <p>Loses focus on a topic/claim</p> <p>Includes:</p>	<p><u>Informational/Argumentative:</u> Uses the writing process</p> <p>Stays focused on a topic/claim, attempting a central idea/claim</p> <p>Includes:</p>	<p><u>Informational/Argumentative:</u> Uses the writing process</p> <p>Stays focused on a central idea/claim such as <i>(but not limited to)</i>:</p> <ul style="list-style-type: none"> specific and relevant details/facts that support the central idea/claim 	<p><u>Informational/Argumentative:</u> Studies organizational patterns in mentor texts and tries them out in their writing</p>

<ul style="list-style-type: none"> • supporting details/facts • print and graphic features 	<ul style="list-style-type: none"> • supporting details/facts • interesting word choice • print and graphic features 	<ul style="list-style-type: none"> • word choice that helps the reader visualize • print and graphic features that contributes to the author’s purpose • opinions and views of the writer* <p>for argumentative*</p>	<p>Categorizes information from multiple texts into subtopics includes:</p> <ul style="list-style-type: none"> • Introduction • Conclusion • opinions and views of the writer* <p>for argumentative*</p>
<p>Uses a general organizational structure in writing</p>	<p>Chooses an organizational structure for the purpose of writing</p>	<p>Chooses a(n) organizational structure(s) that fits the purpose of the writing:</p> <ul style="list-style-type: none"> • Gives information about the topic in a series of sections that are organized 	<p>Uses multiple text structures within a text and connects it to the author’s purpose</p>

Learning Progressions for Writing Competency 9: Details & Voice (GP2—GP4)

The student’s use of details and voice enhance the meaning of their writing.

Developing	Progressing	Proficient	Advanced
<p>Personal Narrative: Contains few details</p> <p>Lists details</p> <p>Uses some punctuation</p>	<p>Personal Narrative: Includes general details</p> <p>Uses general and repetitive words</p> <p>Writes using a few genre-specific details and examples <i>such as</i>:</p> <ul style="list-style-type: none"> • dialogue • character’s thoughts, feelings, and actions • description of character(s) • description of setting <p>Uses similar sentence structures in sentence after sentence</p>	<p>Personal Narrative: Includes details in their piece that help develop meaning and support the idea or purpose.</p> <p>Writes with a range of genre-specific details and examples:</p> <ul style="list-style-type: none"> • dialogue • character’s thoughts, feelings, and actions • description of characters • description of setting <p>Includes craft techniques in their writing to enhance details.</p> <p>Details may create imagery at times.</p> <p>Embeds and connects details in their sentences effectively.</p> <p>Uses specific words in their details.</p> <p>Uses punctuation to support voice. Possible punctuation includes:</p> <ul style="list-style-type: none"> • ... - ellipse • - - dash • !!! or ?!?! - Repetition of punctuation marks <p>Uses language and punctuation that illustrates their voice</p>	<p>Personal Narrative: Includes specific, relevant details in their piece that enhance idea or purpose</p> <p>Details may create imagery at times through a variety of ways including figurative language and sensory details</p> <p>Word choice is purposeful and precise in their details</p>

Developing	Progressing	Proficient	Advanced
<p>Poetry: Writes with few genre-specific details and examples. <i>May consist of:</i></p> <ul style="list-style-type: none"> • Rhyme • Alliteration <p>Lists details</p> <p>Uses some punctuation</p>	<p>Poetry: Writes with some genre-specific details and examples. <i>May consist of:</i></p> <ul style="list-style-type: none"> • Rhyme and rhyme scheme • Figurative language • Imagery • Alliteration <p>Uses general words</p> <p>Relies on the same sentence structure in sentence after sentence</p>	<p>Poetry: Writes with a range of genre-specific details and examples <i>such as:</i></p> <ul style="list-style-type: none"> • Rhyme and rhyme scheme • Figurative language • Imagery • Alliteration <p>Details may create imagery at times.</p>	<p>Poetry: Includes specific, relevant details in their piece that enhance idea or purpose</p> <p>Details may create imagery at times through a variety of ways including figurative language and sensory details</p>
<p>Directly imitates mentor texts</p> <ul style="list-style-type: none"> • <i>Example:</i> Mentor text is about a <i>dog</i>, and student wrote about a <i>duck</i> using the exact same structure 	<p>Gives voice by specific word choice</p> <p>Uses punctuation to support their voice</p> <p>Attempts craft techniques in their writing</p>	<p>Gives voice by including craft techniques that align with their purpose such as:</p> <ul style="list-style-type: none"> • specific word choice • chooses punctuation to support voice <i>such as:</i> <ul style="list-style-type: none"> ○ ... - ellipses ○ -- dash • Uses white space and line breaks to support their voice <p>Places words on a page to communicate meaning by:</p> <ul style="list-style-type: none"> • Lines and line breaks • Stanzas • White space 	<p>Word choice is purposeful and precise in their details</p> <p>Analyze and fluidly incorporates craft techniques from texts that haven't been explicitly taught to enhance their writing</p>

Developing	Progressing	Proficient	Advanced
<p>Informational/Argumentative: Lists few general details</p> <p>Uses some punctuation</p>	<p>Informational/Argumentative: Includes some genre specific details and examples <i>such as</i>:</p> <p>Uses general words</p> <p>Relies on the same sentence structure</p>	<p>Informational/Argumentative: Includes details in their piece that help develop meaning and support the idea or purpose.</p> <p>Writes with a range of genre-specific details and examples <i>such as</i>:</p> <ul style="list-style-type: none"> • Facts • Details • Examples • Anecdotes • Quotes from experts • Statistics 	<p>Informational/Argumentative: Includes specific, relevant details in their piece that enhance idea or purpose</p> <p>Details may create imagery at times through a variety of ways including figurative language and sensory details</p>
<p>Directly imitates mentor texts</p> <ul style="list-style-type: none"> • Copies facts from text (verbatim) 	<p>Gives voice by including some craft techniques <i>such as</i>:</p> <ul style="list-style-type: none"> • Variety of sentence structures • Retelling facts that have been read and gathered 	<p>Gives voice by including craft techniques that align with their purpose <i>such as</i>:</p> <ul style="list-style-type: none"> • Figurative language • by using a variety of sentence structures • using authority (<i>example</i>: a student who is writing about sharks sounds like they know what they are talking about) <ul style="list-style-type: none"> ○ their voice sounds passionate, exciting, knowledgeable about the topic 	<p>Word choice is purposeful and precise in their details</p> <p>Analyze and fluidly incorporates craft techniques from texts that haven't been explicitly taught to enhance their writing</p> <p>Creates anticipation and interest where the reader wants to know more about the topic</p>

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
<p>All Grading Periods</p> <ul style="list-style-type: none"> • 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 <p>First Grading Period</p> <ul style="list-style-type: none"> • use simple sentences with subject-verb agreement • use coordinating conjunctions to form compound subjects and predicates <p>Second Grading Period</p> <ul style="list-style-type: none"> • 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: <i>and, or, so, or but</i> to join two sentences <p>Third Grading Period</p> <ul style="list-style-type: none"> • 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 <i>-er</i> or <i>more</i> • compare three or more things in their writing using <i>-est</i> or <i>most</i> 			

Developing	Progressing	Proficient	Advanced
<p>• use prepositional phrases in their writing to tell where, when, and which one</p> <p>Fourth Grading Period</p> <ul style="list-style-type: none"> • 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 			