



## English Language Arts Grade 3

### Comprehend and Respond

| Outcome   |   | 1 – Little Evidence<br>With help, I understand parts of the simpler ideas and do a few of the simpler skills.  | 2 – Partial Evidence<br>I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.   | 3 – Sufficient Evidence<br>I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>  | 4- Extensive Evidence<br>I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.  |
|---|---|--|--|---|--|
| <b>CR3.3</b><br><b>Listen</b><br><br><b>I can understand information I hear. I can pick out the main ideas and the details. I can even make connections between different texts I hear.</b> | <b>Comprehension</b><br>(I understand and recall what I hear, and can express my view of it with support.)          | <ul style="list-style-type: none"> <li>I need help to listen to a presentation and make notes.</li> <li>I need help to tell the difference between facts and opinions in what I hear.</li> <li>I need help to retell what I hear.</li> </ul> | <ul style="list-style-type: none"> <li>I can listen to a short presentation and make notes when prompted.</li> <li>I can identify facts and I can identify opinions in statements.</li> <li>I can retell some of what I hear but sometimes leave out important details.</li> </ul> | <ul style="list-style-type: none"> <li>I can listen to a short presentation and make some notes.</li> <li>I know the difference between facts and opinions in the context of presentations I hear.</li> <li>I can retell, paraphrase, and explain what someone has said about a text or topic.</li> </ul> | <ul style="list-style-type: none"> <li>I can listen to longer presentations and make detailed notes.</li> <li>I know the difference between facts and opinions that I hear and can give evidence to support my thinking.</li> <li>I can retell, paraphrase, and explain what someone has said about a topic using inferences.</li> </ul> |
|   | <b>Strategies</b><br>(I can use before, during, and after strategies with practice and with help from the teacher.) | <ul style="list-style-type: none"> <li>I use before, during, and after strategies with help.</li> <li>I can follow some multi-step oral directions but skip parts.</li> </ul>  | <ul style="list-style-type: none"> <li>I use before, during, after strategies provided by my teacher.</li> <li>I can follow simple oral, multi-step instruction with prompting.</li> </ul>   | <ul style="list-style-type: none"> <li>I can select and use appropriate strategies (before, during, after) when listening.</li> <li>I can follow most multi-step directions by myself.</li> </ul>   | <ul style="list-style-type: none"> <li>I choose a variety of before, during, and after strategies and apply them to different listening tasks on my own.</li> <li>I can follow oral and written multi-step instructions independently.</li> </ul>  |



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|   |  | <ul style="list-style-type: none"> <li>I need frequent reminders to focus on the speaker. I am easily distracted.</li> </ul>   | <ul style="list-style-type: none"> <li>I usually pay attention to the speaker but have a hard time ignoring distractions.</li> </ul>   | <ul style="list-style-type: none"> <li>I give my attention to the speaker and ignore most distractions.</li> </ul>   | <ul style="list-style-type: none"> <li>I give all of my attention to the speaker and ignore all distractions.</li> </ul>  |
|   | <b>Cues</b><br>(I can make meaning by using the language clues in the text.)<br><br><b>AND</b><br><br><b>Conventions</b><br>(I can make meaning by using the rules of language.) | <ul style="list-style-type: none"> <li>I can recognize the purpose and form of familiar text I hear, with help.</li> <li>I need help to identify simple poetic effects.</li> </ul> | <ul style="list-style-type: none"> <li>I can recognize the purpose, form, and organization of familiar texts that I hear.</li> <li>I can identify simple poetic effects with prompting.</li> </ul> | <ul style="list-style-type: none"> <li>I recognize the purpose, form, and organization of a variety texts that I hear.</li> <li>I can identify simple poetic effects.</li> </ul> | <ul style="list-style-type: none"> <li>I can identify the intended audience, purpose, organization and form of a variety of texts I hear.</li> <li>I can identify a variety of poetic effects in different contexts.</li> </ul> |
| Comments  |  |  |  |  |   |
| <b>CR3.4 Read</b><br><br><ul style="list-style-type: none"> <li>I can read fluently.</li> <li>I can understand</li> </ul> | <b>Comprehension</b><br>(I understand and recall what I read, and can express my view of it with support.)   | <ul style="list-style-type: none"> <li>I understand the plot of a single text.</li> </ul>  | <ul style="list-style-type: none"> <li>I understand basic plots and common elements when prompted with a graphic organizer.</li> </ul>   | <ul style="list-style-type: none"> <li>I understand basic plots and common elements between texts.</li> </ul>  | <ul style="list-style-type: none"> <li>I apply what I understand about basic plots and common elements between texts on my own.</li> </ul>  |



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|---|---|---|---|--|---|
| <p><b>texts from different cultures.</b></p> <ul style="list-style-type: none"> <li>I can explain my reaction to the text.</li> <li>I can make connections with my own life.</li> </ul> |   | <ul style="list-style-type: none"> <li>I can talk about the content of writing when questioned or prompted.</li> <li>I can make meaning from poetry with help from the teacher.</li> <li>I reread constantly with a teacher.</li> <li>I read, with help, just-right texts to increase fluency and comprehension.</li> </ul> | <ul style="list-style-type: none"> <li>I can talk about the content of writing.</li> <li>I make meaning from poetry and infer main ideas.</li> <li>I reread when questioned or prompted by a teacher.</li> <li>I read and reread just-right texts when prompted by my teacher to increase fluency and comprehension.</li> </ul> | <ul style="list-style-type: none"> <li>I can talk about specific things an author says and how he or she says it (craft/ content) in a single text.</li> <li>I can make meaning from poetry and infer main ideas, lessons, or morals.</li> <li>I self-monitor for meaning and reread when meaning is not clear.</li> <li>I read and reread just-right texts to increase my fluency and comprehension.</li> </ul> | <ul style="list-style-type: none"> <li>I can compare authors' craft and content in various texts.</li> <li>I make meaning from poetry and support my thinking with evidence.</li> <li>I consistently self-monitor in all reading situations.</li> <li>I read and reread just-right texts and consistently demonstrate fluency and comprehension.</li> </ul> |
|   | <b>Strategies</b><br>(I can use before, during, and after strategies with practice and with help from the teacher.) | <ul style="list-style-type: none"> <li>I can read with help from my teacher to remain on task.</li> </ul>   | <ul style="list-style-type: none"> <li>I can read for short periods of time.</li> </ul>   | <ul style="list-style-type: none"> <li>I can demonstrate stamina in reading.</li> </ul>  | <ul style="list-style-type: none"> <li>I can read for extended periods of time.</li> </ul>  |



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|   |  | <ul style="list-style-type: none"> <li>I use before, during, and after strategies with support.</li> <li>I can follow simple written single step instructions with help.</li> </ul>                                  | <ul style="list-style-type: none"> <li>I use before, during, after strategies provided by my teacher.</li> <li>I can follow simple written <b>single step</b> instructions.</li> </ul>                       | <ul style="list-style-type: none"> <li>I can select and use before, during and after strategies to create meaning from text.</li> <li>I can follow <b>simple</b> written <b>multi-step</b> instructions.</li> </ul> | <ul style="list-style-type: none"> <li>I choose my own before, during, and after strategies and apply them to different tasks.</li> <li>I can follow <b>written multi-step instructions</b> independently.</li> </ul>        |
|   | <b>Cues</b><br>(I can make meaning by using the language clues in the text.)<br><br><b>AND</b><br><br><b>Conventions</b><br>(I can make meaning by using the rules of language.) | <ul style="list-style-type: none"> <li>I can recognize the purpose and form of a familiar text with support.</li> <li>I can figure out word and sentence meaning using a few basic strategies, with help.</li> </ul> | <ul style="list-style-type: none"> <li>I can recognize the purpose, form, and organization of a familiar text.</li> <li>I can figure out words and sentence meaning using a few basic strategies.</li> </ul> | <ul style="list-style-type: none"> <li>I recognize the purpose, form, and organization of a variety of texts.</li> <li>I can figure out word and sentence meaning using several different strategies.</li> </ul>    | <ul style="list-style-type: none"> <li>I can compare the intended audience, purpose, organization and form of texts.</li> <li>I can figure out word and sentence meaning using a variety of strategies on my own.</li> </ul> |
| Reading Level   |  | <ul style="list-style-type: none"> <li>I can read texts significantly below the range designated as demonstrating sufficient evidence of proficiency.</li> </ul>   | <ul style="list-style-type: none"> <li>I can read texts a little below the range designated as demonstrating sufficient evidence of proficiency.</li> </ul>  | <ul style="list-style-type: none"> <li>I can read texts in the range designated as demonstrating sufficient evidence of proficiency.</li> </ul>   | <ul style="list-style-type: none"> <li>I can read texts beyond the range designated as demonstrating sufficient evidence of proficiency.</li> </ul>  |



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| Comments   |   |  |   |   |  |
| <b>CR3.2 View</b><br><br><b>I can respond to visual texts, and explain my reaction and connections:</b> <ul style="list-style-type: none"> <li>• videos;</li> <li>• cartoons;</li> <li>• illustrations;</li> </ul> | <b>Comprehension</b><br>(I understand and recall what I watch, and can express my view of it with support.)         | <ul style="list-style-type: none"> <li>• I can retell a few key details and can sequence with help.</li> <li>• I can offer a simple opinion, but need help to provide a reason.</li> </ul> | <ul style="list-style-type: none"> <li>• I can retell most key events and sequence accurately most of the time.</li> <li>• I can offer a reason for my opinion and can provide support with prompting.</li> </ul> | <ul style="list-style-type: none"> <li>• I can retell in sequence ideas and events from texts viewed.</li> <li>• I can offer responses to my viewing and support my opinion with examples, details, and reasons.</li> </ul> | <ul style="list-style-type: none"> <li>• I can identify and summarize thoroughly and accurately main ideas and details.</li> <li>• I can offer extensive responses to my viewing and support my opinion with many examples, details, and reasons.</li> </ul> |
|  | <b>Strategies</b><br>(I can use before, during, and after strategies with practice and with help from the teacher.) | <ul style="list-style-type: none"> <li>• I can use simple strategies (before, during, after) with help.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can use a few strategies (before, during, after) on my own and others with prompting.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can select and use appropriate strategies (before, during, after) when viewing.</li> </ul>   | <ul style="list-style-type: none"> <li>• I choose from a broad range of before, during, and after strategies when viewing, according to my purpose.</li> </ul>   |



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| <ul style="list-style-type: none"> <li>• diagrams;</li> <li>• charts;</li> <li>• maps;</li> <li>• posters.</li> </ul> <p><b>I can also notice the special effects that convey humour, emotion, and mood.</b></p> | <p><b>Cues</b><br/>(I can make meaning by using the language clues in the text.)</p> <p><b>AND</b></p> <p><b>Conventions</b><br/>(I can make meaning by using the rules of language.)</p> | <ul style="list-style-type: none"> <li>• I can recognize and use some key features in texts including color, bold typeface, music and sound effects with support to make meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• I can recognize and use some key features in texts including color, bold typeface, music and sound effects to construct meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• I can recognize and use key features in texts including color, bold typeface, music and sound effects to construct meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• I can independently recognize and use key features to construct meaning according to an intended purpose.</li> </ul>   |
| Comments   |   |  |  |   |   |