

Chelmsford Public Schools
Grade 3 ELA Report Card Benchmarks
2018-2019

Reading Literature Informational Text	Term 1	Term 2	Term 3
<p>Read and comprehends grade level text</p> <p>Benchmark</p>	Instructional Level N Text	Instructional Level O Text	Instructional Level P Text
<p>Read and comprehends grade level text</p> <p>Potential Assessment</p>	Fountas and Pinnell Benchmark Running Records	Fountas and Pinnell Benchmark Running Records	Fountas and Pinnell Benchmark Running Records
<p>Asks and answers questions referring to text as basis for answers</p> <p>Benchmark</p>	When given a text, students will orally ask and answer questions referring to the text as the basis for the answer	When given a text, students will orally ask and answer oral and written questions referring to the text as the basis for the answer	When given a text, students will orally ask and answer oral and written questions referring to the text as the basis for the answer
<p>Asks and answers questions referring to text as basis for answers</p> <p>Potential Assessment</p>	Fountas and Pinnell Benchmark Journeys Guided Reading Whole group and Small group reading lessons	Fountas and Pinnell Benchmark Journeys Guided Reading Whole group and Small group reading lessons	Fountas and Pinnell Benchmark Journeys Guided Reading Whole group and Small group reading lessons

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<p>Locates text features to locate information efficiently</p> <p>Benchmark</p>	<p>Students will identify headings, subheadings, key vocabulary that is bolded, photographs, and illustrations.</p>	<p>Students will identify headings, subheadings, key vocabulary that is bolded, photographs, illustrations, captions, glossary, table of contents, index, maps and diagrams.</p>	<p>Students will identify headings, subheadings, key vocabulary that is bolded, photographs, illustrations, captions, glossary, table of contents, index, maps and diagrams and can explain the importance of each feature in how it helps them as a reader.</p>
<p>Locates text features to locate information efficiently</p> <p>Potential Assessment</p>	<p>Journeys 1:1 Reading Conference Read-alouds MCAS Practice Guided Reading</p>	<p>Journeys 1:1 Reading Conference Read-alouds MCAS Practice Guided Reading</p>	<p>Journeys 1:1 Reading Conference Read-alouds MCAS Practice Guided Reading</p>
<p>Determines central message, lesson or moral</p> <p>Benchmark</p>	<p>Students will identify the author's message, main idea, lesson or moral in a text</p>	<p>Students will identify the author's message, main idea, lesson or moral from a text and provide at least one key detail that supports the message.</p>	<p>Students will identify the author's message, main idea, lesson or moral from a text and provide at least 3 key details that support the message.</p>
<p>Determines central message, lesson or moral</p> <p>Potential Assessment</p>	<p>Journeys 1:1 Reading Conference Read-alouds MCAS Practice Guided Reading</p>	<p>Journeys 1:1 Reading Conference Read-alouds MCAS Practice Guided Reading</p>	<p>Journeys 1:1 Reading Conference Read-alouds MCAS Practice Guided Reading</p>

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<p>etermines the meaning words and phrases as they are used in text</p> <p>Benchmark</p>	<p>When given new words within a sentence, students will be able to determine the meaning of the word based on the context</p>	<p>When given a paragraph, students will be able to determine a definition for a new word or phrase based on context or knowledge of roots..</p>	<p>When given a multi-paragraph text, students will be able to determine a definition for a new word, phrase or expression of figurative language based on context or knowledge of roots</p>
<p>etermines the meaning words and phrases as they are used in text</p> <p>Potential Assessment</p>	<p>Journeys 1:1 Reading Conference Read-alouds MCAS Practice Guided Reading Content Area Reading</p>	<p>Journeys 1:1 Reading Conference Read-alouds MCAS Practice Guided Reading Content Area Reading</p>	<p>Journeys 1:1 Reading Conference Read-alouds MCAS Practice Guided Reading Content Area Reading</p>

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Foundational Skills	Term 1	Term 2	Term 3
<p>reads with accuracy and fluency</p> <p>Benchmark</p>	<p>Uses phonics and word analysis skills to read unfamiliar multisyllabic words in context.</p> <p>Reads grade level text with accuracy, appropriate rate and expression.</p>	<p>Uses phonics and word analysis skills to read unfamiliar multisyllabic words in context.</p> <p>Reads grade level text with accuracy, appropriate rate and expression.</p>	<p>Uses phonics and word analysis skills to read unfamiliar multisyllabic words in context.</p> <p>Reads grade level text with accuracy, appropriate rate and expression.</p>
<p>reads with accuracy and fluency</p> <p>Potential Assessment</p>	<p>teacher observation in guided reading</p> <p>1:1 Reading Conference</p> <p>Fountas and Pinnell Benchmark Assessment</p> <p>Running Records</p>	<p>teacher observation in guided reading</p> <p>1:1 Reading Conference</p> <p>Fountas and Pinnell Benchmark Assessment</p> <p>Running Records</p>	<p>teacher observation in guided reading</p> <p>1:1 Reading Conference</p> <p>Fountas and Pinnell Benchmark Assessment</p> <p>Running Records</p>

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Speaking & Listening	Term 1	Term 2	Term 3
<p>Engages effectively in a range of collaborative discussions; follows rules for discussion</p> <p>Benchmark</p>	<p>Follows rules for discussion.</p> <p>Adds relevant comments that stay on topic.</p> <p>Asks and answers questions related to the topic</p>	<p>Follows rules for discussion.</p> <p>Adds relevant comments that stay on topic.</p> <p>Asks and answers questions related to the topic</p>	<p>Follows rules for discussion.</p> <p>Adds relevant comments that stay on topic.</p> <p>Asks and answers questions related to the topic</p>
<p>Engages effectively in a range of collaborative discussions; follows rules for discussion</p> <p>Potential Assessment</p>	<p>Whole group and small group discussions across the curriculum</p>	<p>Whole group and small group discussions across the curriculum</p>	<p>Whole group and small group discussions across the curriculum</p>
<p>Speaks clearly with appropriate pacing</p> <p>Benchmark</p>	<p>Speaks clearly, in complete sentences, at an understandable pace.</p>	<p>Speaks clearly, in complete sentences, at an understandable pace.</p>	<p>Speaks clearly, in complete sentences, at an understandable pace.</p>
<p>Speaks clearly with appropriate pacing</p> <p>Potential Assessment</p>	<p>Whole group and small group discussions across the curriculum</p>	<p>Whole group and small group discussions across the curriculum</p>	<p>Whole group and small group discussions across the curriculum</p>

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Language	Term 1	Term 2	Term 3
forms and uses nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in speaking and writing Benchmark	In speaking and writing, the student will correctly form and use: Nouns verbs and adjectives with minimal support	In speaking and writing, the student will correctly form and use: Nouns, verbs, adjectives and adverbs with minimal support	In speaking and writing, the student will correctly form and use: Nouns, verbs, adjectives and adverbs
forms and uses nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in speaking and writing Potential Assessment	Whole class and small group discussions Writing across the curriculum in all three genres.	Whole class and small group discussions Writing across the curriculum in all three genres. Writing Prompts	Whole class and small group discussions Writing across the curriculum in all three genres. Writing Prompts
Produce simple, compound and complex sentences Benchmark	Orally and in writing, the student will produce simple compound and complex sentences with support	Orally and in writing, the student will produce simple compound and complex sentences with minimal support	Orally and in writing, the student will produce simple compound and complex sentences
Produce simple, compound and complex sentences Potential Assessment	Whole class and small group discussions Writing across the curriculum in all three genres.	Whole class and small group discussions Writing across the curriculum in all three genres. Writing Prompts	Whole class and small group discussions Writing across the curriculum in all three genres. Writing Prompts

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<p>applies spelling patterns in daily writing</p> <p>Benchmark</p>	<p>In writing, the student applies grade appropriate spelling patterns</p>	<p>In writing, the student applies grade appropriate spelling patterns</p>	<p>In writing, the student applies grade appropriate spelling patterns</p>
<p>applies spelling patterns in daily writing</p> <p>Potential Assessment</p>	<p>Writing across the curriculum in all three genres.</p> <p>Words Their Way Spelling Inventory</p>	<p>Writing across the curriculum in all three genres.</p> <p>Writing Prompts</p> <p>Words Their Way Spelling Inventory</p>	<p>Writing across the curriculum in all three genres.</p> <p>Writing Prompts</p> <p>Words Their Way Spelling Inventory</p>
<p>acquires and uses grade level vocabulary and phrases</p> <p>Benchmark</p>	<p>Orally and in writing, the student will acquire and use grade level vocabulary and phrases across content areas with support</p>	<p>Orally and in writing, the student will acquire and use grade level vocabulary and phrases across content areas with minimal support</p>	<p>Orally and in writing, the student will acquire and use grade level vocabulary and phrases across content areas</p>
<p>acquires and uses grade level vocabulary and phrases</p> <p>Potential Assessment</p>	<p>Writing across the curriculum in all three genres.</p>	<p>Writing across the curriculum in all three genres.</p> <p>Writing Prompts</p>	<p>Writing across the curriculum in all three genres.</p> <p>Writing Prompts</p>

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Writing	Term 1	Term 2	Term 3
<p>Introduces the topic clearly</p> <p>Benchmark</p>	<p>Writes an introductory sentence that names a topic or event as pertaining to the genre with some support.</p>	<p>Writes an introductory sentence or paragraph that names a topic or event as pertaining to the genre with minimal support.</p> <p>Introduction is interesting/ hooks the reader.</p>	<p>Writes an introductory sentence or paragraph that names a topic or event as pertaining to the genre independently.</p> <p>Introduction is interesting/hooks the reader.</p>
<p>Introduces the topic clearly</p> <p>Potential Assessment</p>	<p>Writing across the curriculum in all three genres.</p>	<p>Writing across the curriculum in all three genres.</p> <p>Writing Prompts</p>	<p>Writing across the curriculum in all three genres.</p> <p>Writing Prompts</p>
<p>Develops the topic providing reasons, facts events appropriately</p> <p>Benchmark</p>	<p>Develop the topic providing reasons, facts, or description and events appropriately</p>	<p>Develop the topic providing reasons, facts, or description and events appropriately</p>	<p>Develop the topic providing reasons, facts, and events appropriately</p>
<p>Develops the topic providing reasons, facts events appropriately</p> <p>Potential Assessment</p>	<p>Writing across the curriculum in all three genres.</p>	<p>Writing across the curriculum in all three genres.</p> <p>Writing Prompts</p>	<p>Writing across the curriculum in all three genres.</p> <p>Writing Prompts</p>

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<p>es linking words and phrases</p> <p>Benchmark</p>	<p>Uses a variety of transition and linking words as pertaining to the genre, so that the writing flows smoothly with some support</p>	<p>Uses a variety of transition and linking words as pertaining to the genre, so that the writing flows smoothly with minimal support</p>	<p>Uses a variety of transition and linking words as pertaining to the genre, so that the writing flows smoothly</p>
<p>es linking words and phrases</p> <p>Potential Assessment</p>	<p>Writing across the curriculum in all three genres.</p>	<p>Writing across the curriculum in all three genres.</p> <p>Writing Prompts</p>	<p>Writing across the curriculum in all three genres.</p> <p>Writing Prompts</p>
<p>vides a conclusion to the piece</p> <p>Benchmark</p>	<p>Provide a concluding statement or section as it pertains to the genre with some support</p>	<p>Provide a concluding statement or section as it pertains to the genre with minimal support</p> <p>Closing relates to main idea of the piece or adds closure</p>	<p>Provide a concluding statement or section as it pertains to the genre</p> <p>Closing relates to main idea of the piece or adds closure</p>
<p>vides a conclusion to the piece</p> <p>Potential Assessment</p>	<p>Writing across the curriculum in all three genres.</p>	<p>Writing across the curriculum in all three genres.</p> <p>Writing Prompts</p>	<p>Writing across the curriculum in all three genres.</p> <p>Writing Prompts</p>

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<p>with adult guidance and support, develops and strengthens writing with planning, revising, and editing</p> <p>Benchmark</p>	<p>Generates topic ideas with support</p> <p>Revises with support</p> <p>Edits with support</p>	<p>Generates topic ideas with minimal support</p> <p>Revises with minimal support</p> <p>Edits with minimal support</p> <p>Publishes with minimal grade level errors</p>	<p>Generates topic ideas with minimal support</p> <p>Revises with minimal support</p> <p>Edits with minimal support</p> <p>Publishes with minimal grade level errors</p>
<p>with adult guidance and support, develops and strengthens writing with planning, revising, and editing</p> <p>Potential Assessment</p>	<p>Writing across the curriculum in all three genres.</p>	<p>Writing across the curriculum in all three genres.</p> <p>Writing Prompts</p>	<p>Writing across the curriculum in all three genres.</p> <p>Writing Prompts</p>
<p>conducts short research projects that builds knowledge about a topic</p> <p>Benchmark</p>	<p>Not assessed at this time.</p>	<p>Uses text features to locate information efficiently with support</p> <p>Takes brief notes with relevant information with support</p> <p>Sorts notes into categories with support</p>	<p>Uses text features to locate information efficiently</p> <p>Takes brief notes with relevant information</p> <p>Sorts notes into categories</p>
<p>conducts short research projects that builds knowledge about a topic</p> <p>Potential Assessment</p>	<p>Not assessed at this time.</p>	<p>Research Project</p>	<p>Research Project</p>