

QUICK SCALE: GRADE 3 “FRIENDLY” READING LITERATURE PERFORMANCE STANDARD

***NOTE:**

For a child to be “*Fully Meeting Expectations*”,
he or she needs to show these reading traits at the following PM levels:

November of grade 3 = PM 23

March of grade 3 = PM 24

June of grade 3 = PM 25

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<ul style="list-style-type: none"> • I may be able to read simple, short stories and poems. • I need one-to-one help to read and respond. 	<ul style="list-style-type: none"> • I can read simple, short stories and poems. • With some help, I can respond to tasks. • My work needs more detail. 	<ul style="list-style-type: none"> • On my own, I can read and respond to simple, short stories and poems. • My work is correct and complete. 	<ul style="list-style-type: none"> • I can read and respond to more challenging short stories and poems. • My work is correct and complete and has extra details.
STRATEGIES <ul style="list-style-type: none"> • Adjust for Purpose • Word Skills • Comprehension Strategies 	<ul style="list-style-type: none"> • I sound out to read new words. • I guess what might happen next. • I guess at details instead of rereading. 	<ul style="list-style-type: none"> • With help, I use some word skills (e.g. sounding out, story clues) so that print makes sense and sounds right. • I use what I know to make simple, obvious predictions. • I reread to find some details. 	<ul style="list-style-type: none"> • I use many word skills (e.g. sounding out, word parts, story clues) so that print makes sense and sounds right; I may need reminders. • I use what I know and story patterns to make logical predictions. • I can reread and skim for details. 	<ul style="list-style-type: none"> • I combine word skills (e.g. sounding out, word parts, story clues) successfully. • I use what I know and story structure to support my reading. • I can reread accurately and quickly skim to find details.
COMPREHENSION <ul style="list-style-type: none"> • Accuracy, completeness • Characters • Events • Retell; explain relationships • Inferences 	<ul style="list-style-type: none"> • I need help to respond completely and correctly. • I may name main characters and some events. • I need help to retell events in order. 	<ul style="list-style-type: none"> • My responses are usually correct, but need details. • I can name main characters and most events. • I can retell some events in order. • I have difficulty “reading between the lines”. 	<ul style="list-style-type: none"> • My responses are correct, clear, and complete. • I can describe main characters and events. • I can retell events in the correct order. • I can sometimes “read between the lines”. I may need reminders. 	<ul style="list-style-type: none"> • My answers are correct, clear, and have many details. • I use many details to describe main characters, events and setting. • I can retell events in sequence and explain how one event has been caused by another. • I can “read between the lines” on my own.
RESPONSE <ul style="list-style-type: none"> • Connections to experiences and other selections • Opinions 	<ul style="list-style-type: none"> • I need help to make personal connections (text to self). • My opinions are not clear. 	<ul style="list-style-type: none"> • I can make personal connections (text to self). • I can tell you how I feel about a story (simple opinion). With reminders, I can give reasons to support my opinions. 	<ul style="list-style-type: none"> • I can make connections to other stories and my life (text to self and text to text). • I can offer simple opinions about the story and give some reasons to support my opinions. 	<ul style="list-style-type: none"> • I can make and explain connections to other stories and my life (text to self and text to text). • I can offer opinions about the story and give logical reasons to support my opinions.