

3rd Grade ELA Report Card

Independent Reading Level	MP1	MP2	MP3	MP4
3.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry , in a text complexity range determined by qualitative and quantitative measures appropriate to grades 3.				
3.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts , including history/social studies, science, and technical texts in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.				
Reading for Literature and Informational Text	MP1	MP2	MP3	MP4
3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.				
3.RL.2 Recounts and paraphrases stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text.				
3.RL.4 Determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.				
3.RL.9 Compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series or related text).				
3.RI.1 Asks and answers questions to demonstrate understanding of informational text, referring explicitly to the text as the basis for answers.				
3.RI.2 Determines the main idea of a text; recounts and paraphrases key details and explains how they support the main idea.				
3.RI.9 Compares and contrasts the most important points and key details presented in two texts on the same topic.				
Reading Foundational Skills				
3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.				
3.WF.3 Know and apply spelling conventions and patterns.				
3.RF.4 Read with sufficient accuracy and fluency to support comprehension.				
Writing and Language Standards				
3.W.1 Writes an opinion piece on topics or texts, using reasons to support one's point of view.				
3.W.2 Writes an informative/explanatory text to examine a topic and convey ideas and information clearly.				

3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.				
3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.				

KEY

 **Mastery Expected**

4 HP- Highly Proficient (*self-directed and advanced*)

3 P- Proficient (*Mastery of Standard*)

2 PP- Partially Proficient (*working towards grade level with support*)

1 MP- Minimally Proficient (*needs guidance and support*)

Reading Literature

3.RL.10 By the end of the year, proficiently and independently read and comprehend **literature, including stories, dramas, and poetry**, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 3.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	<p>Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 740L-940L)</p> <p>iReady - Work complete and pass 4th grade or higher literature lessons</p> <p>Independent DRA 40/HMH Q NWEA MAP Lexile 800L-940L</p> <p>Scoring High Average/High in literature skills on NWEA MAP</p>	<p>Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 740L-940L)</p> <p>iReady - Work complete and pass 4th grade or higher literature lessons</p> <p>Independent DRA 40/HMH Q NWEA MAP Lexile 800L-940L</p> <p>Scoring High Average/High in literature skills on NWEA MAP</p>	<p>Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 830L-1010L)</p> <p>iReady - Work complete and pass 4th grade or higher literature lessons</p> <p>Independent DRA 50/HMH R NWEA MAP Lexile 800L-940L</p> <p>Scoring High in literature skills on NWEA MAP</p>	<p>Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 830L-1010L)</p> <p>iReady - Work complete and pass 4th grade or higher literature lessons</p> <p>Independent DRA 50/HMH R NWEA MAP Lexile 800L-940L</p> <p>Scoring High in literature skills on NWEA MAP</p>
3 Proficient	<p>Read 3rd grade HMH text, share text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 520-820)</p> <p>Independent DRA 30/HMH N</p> <p>iReady - Work, complete and pass 3rd grade iReady literature lessons.</p> <p>Score Average/High Average in literature skills on NWEA MAP</p>	<p>Read 3rd grade HMH text, share text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 520-820)</p> <p>Independent DRA 34/HMH O</p> <p>iReady - Work, complete and pass 3rd grade iReady literature lessons.</p> <p>Score Average/High Average in literature skills on NWEA MAP</p>	<p>Read 3rd grade HMH text, share text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 520-820)</p> <p>Independent DRA 38 or 40/HMH P</p> <p>iReady - Work, complete and pass 3rd grade iReady literature lessons.</p> <p>Score High on NWEA MAP literature skills</p>	<p>Read 3rd grade HMH text, share text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 520-820)</p> <p>Independent DRA 38 or 40/HMH P</p> <p>iReady - Work, complete and pass 3rd grade iReady literature lessons.</p> <p>Score High on NWEA MAP literature skills</p>

<p>2 Partially Proficient</p>	<p>With support and scaffolding, engages in 3rd grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments. (Lexile 520-820)</p> <p>Independent DRA 24-28/HMH L-M</p> <p>Work in, complete and pass late 2nd grade iReady literature lessons.</p> <p>Score Average on NWEA MAP literature skills</p>	<p>With support and scaffolding, engages in 3rd grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments.(Lexile 520-820)</p> <p>Independent DRA 30 /HMH N</p> <p>Work in, complete and pass late 2nd grade/early 3rd grade iReady literature lessons.</p> <p>Score Average on NWEA MAP literature skills</p>	<p>With support and scaffolding, engages in 3rd grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments.(Lexile 520-820)</p> <p>Instructional DRA 34 /HMH O</p> <p>Work in, complete and pass late 2nd grade/early 3rd grade iReady literature lessons.</p> <p>Score Average on NWEA MAP literature skills</p>	<p>With support and scaffolding, engages in 3rd grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments.(Lexile 520-820)</p> <p>Independent DRA 34/HMH P</p> <p>Work in, complete and early/mid 3rd grade iReady literature lessons.</p> <p>Score Average on NWEA MAP literature skills</p>
<p>1 Minimally Proficient</p>	<p>With support and scaffolding, inconsistently engages in 3rd grade HMH text, shares text knowledge in group discussions or demonstrates mastery when completing HMH activities and assessments.</p> <p>Work in, complete and pass 2nd grade or below iReady literature lessons.</p> <p>Independent DRA 20/HMH K or lower</p> <p>Score Low/Low Average on NWEA MAP literature skills</p>	<p>With support and scaffolding, inconsistently engages in 3rd grade HMH text, shares text knowledge in group discussions or demonstrates mastery when completing HMH activities and assessments.</p> <p>Work in, complete and pass 2nd grade or below iReady literature lessons.</p> <p>Independent DRA 24/HMH L or lower</p> <p>Score Low/Low Average on NWEA MAP literature skills</p>	<p>With support and scaffolding, inconsistently engages in 3rd grade HMH text, shares text knowledge in group discussions or demonstrates mastery when completing HMH activities and assessments.</p> <p>Work in, complete and pass 2nd grade or below iReady literature lessons.</p> <p>Independent DRA 28/HMH M or lower</p> <p>Score Low/Low Average on NWEA MAP literature skills</p>	<p>With support and scaffolding, inconsistently engages in 3rd grade HMH text, shares text knowledge in group discussions or demonstrates mastery when completing HMH activities and assessments.</p> <p>Work in, complete and pass 2nd grade or below iReady literature lessons.</p> <p>Independent DRA 30/HMH N or lower</p> <p>Score Low/Low Average on NWEA MAP literature skills</p>

This rubric is designed to help teachers identify their students' ability to read and comprehend grade level text. Background knowledge and student interest factor into students' reading ability in a given text, therefore, a reading level can change based on a student's experience and interest in a subject. Professional judgment throughout the quarter is needed to determine scaffolding needed so students have access and gain mastery of grade level text. See Sarborough's Reading Rope for areas a student may need scaffolding to experience success with text. Lexile Levels taken from HMH Into Reading Text Complexity Correlation Chart.

Assessments: DRA, HMH Benchmarks, MAP Scores, HMH Literature Assignments and Discussions, iReady. Use multiple data points to assess proficiency. Use DRA from the end of 2nd grade to help with flexible grouping/targeted instruction. DRA before 1st quarter report card and then in December only DRA if you are concerned that the student is not progressing or need additional data regarding reaching the quarterly benchmark. DRA at the end of the year for final level and report card reporting.

Reading Informational Text

3.RI.10 By the end of the year, proficiently and independently **read and comprehend informational texts**, including history/social studies, science, and technical texts in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	<p>Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 740L-940L)</p> <p>iReady - Work complete and pass 4th grade or higher informational text lessons</p> <p>Independent DRA 40/HMH Q</p> <p>Scoring High Average/High on informational text skills on NWEA MAP</p>	<p>Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 740L-940L)</p> <p>iReady - Work complete and pass 4th grade or higher informational text lessons</p> <p>Independent DRA 40/HMH Q</p> <p>Scoring High Average/High on informational text skills on NWEA MAP</p>	<p>Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 830L-1010L)</p> <p>iReady - Work complete and pass 4th grade or higher informational text lessons</p> <p>Independent DRA 50/HMH R</p> <p>Scoring High on informational text skills on NWEA MAP</p>	<p>Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 830L - 1010L)</p> <p>iReady - Work complete and pass 4th grade or higher informational text lessons</p> <p>Independent DRA 50/HMH R</p> <p>Scoring High on informational text skills on NWEA MAP</p>
3 Proficient	<p>Read 3rd grade HMH text, share text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 520-820)</p> <p>Independent DRA 30/HMH N</p> <p>iReady - Work, complete and pass 3rd grade iReady informational text</p>	<p>Read 3rd grade HMH text, share text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 520-820)</p> <p>Independent DRA 34/HMH O</p>	<p>Read 3rd grade HMH text, share text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 520-820)</p> <p>Independent DRA 38 or 40/HMH P</p> <p>iReady - Work, complete and pass</p>	<p>Read 3rd grade HMH text, share text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 520-820)</p> <p>Independent DRA 38 or 40/HMH P</p>

	<p>lessons.</p> <p>Score Average/High Average in informational text skills on NWEA MAP</p>	<p>iReady - Work, complete and pass 3rd grade iReady informational text lessons.</p> <p>Score Average/High Average in informational text skills on NWEA MAP</p>	<p>3rd grade iReady informational text lessons.</p> <p>Score High on NWEA MAP informational text skills</p>	<p>iReady - Work, complete and pass 3rd grade iReady informational text lessons.</p> <p>Score High on NWEA MAP informational text skills</p>
<p>2 Partially Proficient</p>	<p>With support and scaffolding, engages in 3rd grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments. (Lexile 520-820)</p> <p>Independent DRA 24-28/HMH L-M</p> <p>Work in, complete and pass late 2nd grade iReady informational text lessons.</p> <p>Score Average on NWEA MAP informational text skills</p>	<p>With support and scaffolding, engages in 3rd grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments.(Lexile 520-820)</p> <p>Independent DRA 30 /HMH N</p> <p>Work in, complete and pass late 2nd grade/early 3rd grade iReady informational text lessons.</p> <p>Score Average on NWEA MAP informational text skills</p>	<p>With support and scaffolding, engages in 3rd grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments.(Lexile 520-820)</p> <p>Instructional DRA 34 /HMH O</p> <p>Work in, complete and pass late 2nd grade/early 3rd grade iReady informational text lessons.</p> <p>Score Average on NWEA MAP informational text skills</p>	<p>With support and scaffolding, engages in 3rd grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments.(Lexile 520-820)</p> <p>Independent DRA 34/HMH P</p> <p>Work in, complete and early/mid 3rd grade iReady informational text lessons.</p> <p>Score Average on NWEA MAP informational text skills</p>
<p>1 Minimally Proficient</p>	<p>With support and scaffolding, inconsistently engages in 3rd grade HMH text, shares text knowledge in group discussions or demonstrates mastery when completing HMH activities and assessments.</p> <p>Work in, complete and pass 2nd grade or below iReady informational text lessons.</p> <p>Independent DRA 20/HMH K or lower</p>	<p>With support and scaffolding, inconsistently engages in 3rd grade HMH text, shares text knowledge in group discussions or demonstrates mastery when completing HMH activities and assessments.</p> <p>Work in, complete and pass 2nd grade or below iReady informational text lessons.</p> <p>Independent DRA 24/HMH L or lower</p>	<p>With support and scaffolding, inconsistently engages in 3rd grade HMH text, shares text knowledge in group discussions or demonstrates mastery when completing HMH activities and assessments.</p> <p>Work in, complete and pass 2nd grade or below iReady informational text lessons.</p> <p>Independent DRA 28/HMH M or lower</p>	<p>With support and scaffolding, inconsistently engages in 3rd grade HMH text, shares text knowledge in group discussions or demonstrates mastery when completing HMH activities and assessments.</p> <p>Work in, complete and pass 2nd grade or below iReady informational text lessons.</p> <p>Independent DRA 30/HMH N or lower</p>

	Score Low/Low Average on NWEA MAP informational text skills	Score Low/Low Average on NWEA MAP informational text skills	Score Low/Low Average on NWEA MAP informational text skills	Score Low/Low Average on NWEA MAP informational text skills
<p>This rubric is designed to help teachers identify their students' ability to read and comprehend grade level text. Background knowledge and student interest factor into students' reading ability in a given text, therefore, a reading level can change based on a student's experience and interest in a subject. Professional judgment throughout the quarter is needed to determine scaffolding needed so students have access and gain mastery of grade level text. See Sarborough's Reading Rope for areas a student may need scaffolding to experience success with text. Lexile Levels taken from HMH Into Reading Text Complexity Correlation Chart.</p> <p>Assessments: DRA, HMH module activities, assessments discussion observations, NWEA MAP Scores (not RIT as that compares students to other students in country), are valuable assessment tools that determine proficiency and mastery. HMH Priority Standards Pathways - Located in 3rd Grade SharePoint Report Card Folder</p>				

Reading Literature				
3.RL.2 Recounts and paraphrases stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Identifies key details that recount and paraphrase stories; determines a central message, lesson, or moral.	Recounts and paraphrases stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text	Provides key details that completely recount and paraphrase stories; determines implicitly stated central messages, lessons, or morals; and explains how these are conveyed through key details in the text	Provides key details that completely recount and paraphrase stories; determines implicitly stated central messages, lessons, or morals; and explains how these are conveyed through key details in the text
3 Proficient	Identifies key details that recount and paraphrase stories. Can determine a central message, lesson, or moral with adult support.	Identifies key details that recount and paraphrase stories; determines a central message, lesson, or moral.	Recounts and paraphrases stories, including fables, folktales, and myths from diverse cultures ; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text	Recounts and paraphrases stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text
2 Partially Proficient	Identifies key details that recount and paraphrase stories.	Identifies key details that recount and paraphrase stories. Can determine a central message, lesson, or moral with adult support.	Identifies key details that recount and paraphrase stories; determines a central message, lesson, or moral.	Identifies key details that recount and paraphrase stories; determines a central message, lesson, or moral.
1 Minimally Proficient	With adult support, Identifies details that recount and paraphrase stories.	Identifies details that recount and paraphrase stories; identifies an explicitly stated central message, lesson, or moral.	Identifies details that recount and paraphrase stories; identifies an explicitly stated central message, lesson, or moral.	Identifies details that recount and paraphrase stories; identifies an explicitly stated central message, lesson, or moral.
Assessments: HMH quarterly assessments, Know it Show it online resources, Collaborative Discussion pages in student book, DRA and HMH Benchmarks. HMH Priority Standards Pathways - Located in 3rd Grade SharePoint Report Card Folder				

Reading Literature

3.RL.4 Determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Uses details from the text in order to determine the meaning of words and phrases as they are used in a text.	Determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	Determines the meaning of unfamiliar words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Determines the meaning of unfamiliar words and phrases as they are used in a text, distinguishing literal from nonliteral language.
3 Proficient	Uses easily located, explicitly stated details in order to determine the meanings of familiar words and phrases as they are used in a text.	Uses details from the text in order to determine the meaning of words and phrases as they are used in a text.	Determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	Determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language
2 Partially Proficient	Needs adult support to locate details and determine the meaning of familiar words and phrases as they are used in a text.	Uses easily located, explicitly stated details in order to determine the meanings of familiar words and phrases as they are used in a text.	Uses details from the text in order to determine the meaning of words and phrases as they are used in a text.	Uses details from the text in order to determine the meaning of words and phrases as they are used in a text.
1 Minimally Proficient	Needs adult support to locate details and determine the meaning of familiar words.	Needs adult support to locate details and determine the meaning of familiar words and phrases as they are used in a text.	Uses easily located, explicitly stated details in order to determine the meanings of familiar words and phrases as they are used in a text.	Uses easily located, explicitly stated details in order to determine the meanings of familiar words and phrases as they are used in a text.

Assessments: HMH Know it Show it online resources, module assessments online resources, anecdotal assessments, vocabulary card activities (turn and talk)

Reading Literature				
3.RL.9 Compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series or related text).				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Describes explicitly stated themes, settings, and plots of stories (e.g., in books from a series or related text*).	Compares and contrasts the themes, settings, and plots of stories (e.g., in books from a series or related text*).	Compares and contrasts more complex, explicitly and implicitly stated themes, settings, and plots of stories (e.g., in books from a series or related text*).	Compares and contrasts more complex, explicitly and implicitly stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series or related text*)
3 Proficient	Identifies the difference between topic and theme. Demonstrates that a theme is identified by analyzing text elements (author's purpose, word choice, mood vs. tone, figurative language, etc.)	Describes an explicitly stated theme, setting, and plot of stories written by the same author or in related text*. Describes 1-2 text elements that support an identified theme.	Compares and contrasts the elements of themes, settings, and plots of stories written by the same author or in related text*. Describes 2-3 text elements that support the compared themes.	Compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series or related text*). Describes 2-3 text elements that support the compared themes
2 Partially Proficient	Identifies the difference between topic and theme, with some prompting and support. Uses an element of literature to begin identifying theme (author's purpose, word choice, mood vs. tone, figurative language, etc.) with some prompting and support.	Describes an explicitly stated theme, setting, and plot of stories written by the same author or in related text*, with some prompting and support. Uses elements of literature to begin identifying theme (author's purpose, word choice, mood vs. tone, figurative language, etc.) with some prompting and support.	Compares and contrasts the elements of themes, settings, and plots of stories written by the same author or in related text*, with some prompting and support. Uses elements of literature to begin identifying theme (author's purpose, word choice, mood vs. tone, figurative language, etc.) with some prompting and support.	Compares and contrasts the elements of themes, settings, and plots of stories written by the same author or in related text*, with prompting and support. Uses elements of literature to begin identifying theme (author's purpose, word choice, mood vs. tone, figurative language, etc.) with some prompting and support.
1 Minimally Proficient	Identifies the topic of a text and can discuss elements of literature that help identify a theme (author's purpose,	Identifies the difference between topic and theme. Uses elements of literature to identify a theme (author's	Describes an explicitly stated theme, setting, and plot of stories written by the same author or in	Compares and contrasts some elements of themes, settings, and plots of stories written by the same

	word choice, mood vs. tone, figurative language, etc.) with some prompting and support.	purpose, word choice, mood vs. tone, figurative language, etc.) with prompting and support.	related text*, with some prompting and support.	author or in related text with prompting and support.
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Assessments: HMH End of Module Display and Engage Knowledge Maps and Essential Questions Responses

*HMH module text within a Module can be used to compare and contrast themes, settings, and plots. Also, author studies using books from a school library provide resources that compare and contrast text written by the same author. HMH Priority Standards Pathways - Located in 3rd Grade SharePoint Report Card Folder

Reading Informational Text				
3.RI.1 Asks and answers questions to demonstrate understanding of informational text, referring explicitly to the text as the basis for answers.				
	Quarter 1	Quarter 2	Quarter 3	4th Quarter (AASA Rubric)
4 Highly Proficient	Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text (cite) as the basis for answers	Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text (cite) as the basis for answers	Asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text (cite) as the basis for answers and making inferences where necessary.	Asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers and making inferences where necessary.
3 Proficient	Asks and answers questions to demonstrate understanding of a text, may refer to part of the text as the basis for the answers.	Asks and answers explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers.	Asks and answers questions to demonstrate understanding of a text, referring explicitly (cite examples) to the text as the basis for answers	Asks and answers questions to demonstrate understanding of a text, referring explicitly (cite examples) to the text as the basis for answers
2 Partially Proficient	Asks and answers questions to demonstrate understanding of a text.	Asks and answers questions to demonstrate understanding of a text, may refer to part of the text as the basis for the answers.	Asks and answers explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers.	Asks and answers explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers.
1 Minimally Proficient	With adult support, Asks and answers questions to demonstrate understanding of a text.	Asks and answers questions to demonstrate understanding of a text.	Asks and answers questions to demonstrate understanding of a text.	Asks and answers questions to demonstrate understanding of a text.
Assessments: HMH quarterly assessments, Know it Show it online resources, Collaborative Discussion pages in student book. HMH Priority Standards Pathways - Located in 3rd Grade SharePoint Report Card Folder				

Reading Informational Text				
3.RI.2 Determines the main idea of a text; recounts and paraphrases key details and explains how they support the main idea.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4 (AASA Rubric)
4 Highly Proficient	Determines the main idea of a text; recounts and paraphrases key details and explains how they support the main idea.	Determines the main idea of a text; recounts and paraphrases key details and explains how they support the main idea.	Determines an implicitly stated main idea of a text; recounts and paraphrases key details and explains how they support the main idea.	Determines an implicitly stated main idea of a text; recounts and paraphrases key details and explains how they support the main idea.
3 Proficient	Identifies an explicitly stated main idea of a text; identifies key details to recount and paraphrase the main idea.	Determines the main idea of a text; identifies key details to recount and paraphrase the main idea.	Determines the main idea of a text; recounts and paraphrases key details and explains how they support the main idea.	Determines the main idea of a text; recounts and paraphrases key details and explains how they support the main idea.
2 Partially Proficient	Identifies an explicitly stated main idea of a text and identifies key details.	Identifies an explicitly stated main idea of a text; identifies key details to recount and paraphrase the main idea.	Determines the main idea of a text; identifies key details to recount and paraphrase the main idea.	Determines the main idea of a text; identifies key details to recount and paraphrase the main idea.
1 Minimally Proficient	With adult support, Identifies an explicitly stated main idea of a text	Identifies an explicitly stated main idea of a text	Identifies an explicitly stated main idea of a text; identifies key details to recount and paraphrase the main idea.	Identifies an explicitly stated main idea of a text; identifies key details to recount and paraphrase the main idea.
Assessments: HMH Anchor Charts and Graphic Organizers, HMH End of Story and Model Assessments, Know It Show It. HMH Priority Standards Pathways - Located in 3rd Grade SharePoint Report Card Folder				

Reading Informational Text				
3.RI.9 Compares and contrasts the most important points and key details presented in two texts on the same topic.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4 (AASA Rubric)
4 Highly Proficient	Consistently identifies key points of texts. Compares and contrasts the one or more main point and key details presented in two texts on the same topic.	Compares and contrasts the most important points and key details presented in two texts on the same topic.	Compares and contrasts the most important points and key details presented in two texts on the same topic with some text evidence to support a comparison.	Compares and contrasts the most important points and key details presented in two texts on the same topic and provides textual evidence to support these comparisons.
3 Proficient	Learning to identify key points of texts. Compares and contrasts one main point and key detail presented in two texts on the same topic.	Consistently identifies key points of texts. Compares and contrasts one or more main point and key details presented in two texts on the same topic.	Compares and contrasts the most important points and key details, cause and effect presented in two texts on the same topic.	Compares and contrasts the most important points and key details presented in two texts on the same topic with some text evidence to support a comparison.
2 Partially Proficient	Identifies some key points in text.	Compares and contrasts one or more important points and key details presented in two texts on the same topic	Describes the most important points and key details presented in two texts on the same topic.	Describes the most important points and key details presented in two texts on the same topic.
1 Minimally Proficient	With adult support Identifies the most important points and key details presented in a text.	With adult support Identifies the most important points and key details presented in a text.	Identifies the most important points and key details presented in a text.	Identifies the most important points and key details presented in a text.
Assessments: HMH Anchor Chart and Graphic Organizers, end of text and module assessments, Benchmark Assessments and DRA. HMH Priority Standards Pathways - Located in 3rd Grade SharePoint Report Card Folder				

Reading Foundational Skills

Standard: 3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.

c. Apply knowledge of the six syllable types to read grade-level words accurately.

d. Read grade-level appropriate irregularly spelled words.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4 (AASA Rubric)
4 Highly Proficient	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. c. Apply knowledge of the six syllable types to read grade-level words accurately. d. Read grade-level appropriate irregularly spelled words.	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. c. Apply knowledge of the six syllable types to read grade-level words accurately. d. Read grade-level appropriate irregularly spelled words.	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. c. Apply knowledge of the six syllable types to read grade-level words accurately. d. Read above grade-level appropriate irregularly spelled words.	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. c. Apply knowledge of the six syllable types to read grade-level words accurately. d. Read above grade-level appropriate irregularly spelled words.
3 Proficient	Know and apply phonics and word analysis skills in decoding the one-syllable or multisyllabic words. c. Apply knowledge of the following syllable types to read grade-level words accurately. Closed Syllable VC-e d. Read grade-level appropriate irregularly spelled words.	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. c. Apply knowledge of the following syllable types to read grade-level words accurately. Closed Syllable VC-e Open Syllable Vowel Teams d. Read grade-level appropriate irregularly spelled words.	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. c. Apply knowledge of the following syllable types to read grade-level words accurately. Closed Syllable VC-e Open Syllable Vowel Teams R-controlled Consonant -le d. Read grade-level appropriate irregularly spelled words.	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. c. Apply knowledge of the six syllable types to read grade-level words accurately. d. Read grade-level appropriate irregularly spelled words.

2 Partially Proficient	Students can identify a few syllable types and vowel teams in one and two syllable words.	Students can identify a few syllable types and vowel teams in one and two syllable words	Students can identify a few syllable types and vowel teams in one, two or multisyllabic words	Students can identify a few syllable types and vowel teams in one, two or multisyllabic words
1 Minimally Proficient	Student cannot identify syllable types or vowel teams.	Student cannot identify syllable types or vowel teams.	Students can identify a few syllable types and vowel teams in one or two syllable words	Students can identify a few syllable types and vowel teams in one or two syllable words
Assessment: Initially Spelling Inventory, HMH Foundational Skills spelling lessons, Wilson Foundations Unit tests for schools that teach L3 Foundations				

Writing Foundational Skills				
Standard: 3.WF.3 - Know and apply spelling conventions and patterns. c. Spell singular and plural possessives (e.g., teacher's, teachers').				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4 (AASA Rubric)
4 Highly Proficient	<p>Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p> <p>c. Apply knowledge of the six syllable types to read grade-level words accurately.</p> <p>d. Read grade-level appropriate irregularly spelled words.</p>	<p>Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p> <p>c. Apply knowledge of the six syllable types to read grade-level words accurately.</p> <p>d. Read grade-level appropriate irregularly spelled words.</p>	<p>Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.</p> <p>c. Apply knowledge of the six syllable types to read grade-level words accurately.</p> <p>d. Read above grade-level appropriate irregularly spelled words.</p> <p>e. Identify language of origin for words, noted in dictionary</p> <p>f. Spell singular and plural possessives (e.g., teacher's, teachers')</p>	<p>Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. Apply knowledge of the six syllable types to read grade-level words accurately.</p> <p>Read above grade-level appropriate irregularly spelled words.</p> <p>Identify language of origin for words, noted in dictionary</p> <p>Spell singular and plural possessives (e.g., teacher's, teachers')</p>
3 Proficient	<p>Know and apply phonics and word analysis skills in spelling the one-syllable or multisyllabic words.</p> <p>c. Apply knowledge of the following syllable types to spell grade-level words accurately.</p> <p>Closed Syllable Closed Syllable exceptions (-old, -ind, -ost, -ild) Suffixes (sub-, un-, dis-, mis)</p>	<p>Know and apply phonics and word analysis skills in spelling one-syllable or multisyllabic words.</p> <p>c. Apply knowledge of the following syllable types to spell grade-level words accurately.</p> <p>Closed Syllable VC-e Open Syllable (suffixes: re-, pre-) Vowel Teams/Graphemes</p> <p>d. Read grade-level appropriate</p>	<p>Know and apply phonics and word analysis skills in spelling one-syllable or multisyllabic words.</p> <p>c. Apply knowledge of the following syllable types to spell grade-level words accurately.</p> <p>Closed Syllable VC-e Open Syllable Vowel Teams (complex graphemes e.g., ough, augh, -tion) R-controlled</p>	<p>Know and apply phonics and word analysis skills in spelling one-syllable or multisyllabic words.</p> <p>c. Apply knowledge of the six syllable types to spell grade-level words accurately.</p> <p>d. Read grade-level appropriate irregularly spelled words.</p> <p>e. Identify language of origin for words, noted in dictionary</p>

	<p>VC-e</p> <p>d. Read grade-level appropriate irregularly spelled words.</p> <p>e. Identify language of origin for words, noted in dictionary</p>	<p>irregularly spelled words.</p> <p>e. Identify language of origin for words, noted in dictionary</p>	<p>Consonant -le</p> <p>d. Read grade-level appropriate irregularly spelled words.</p> <p>e. Identify language of origin for words, noted in dictionary</p> <p>f. Spell singular and plural possessives (e.g., teacher's, teachers')</p>	<p>f. Spell singular and plural possessives (e.g., teacher's, teachers')</p>
<p>2</p> <p>Partially Proficient</p>	<p>Can spell one or multi-syllable words containing closed and v-e syllables with support.</p>	<p>Can spell one or multi-syllable words containing closed, v-e, open and vowel team syllables with support.</p>	<p>Can spell one or multi-syllable words containing closed, v-e, open and vowel team, r-controlled and c-le syllables with support.</p>	<p>With support, can:</p> <p>apply phonics and word analysis skills in spelling one-syllable or multisyllabic words.</p> <p>c. Apply knowledge of the six syllable types to spell grade-level words accurately.</p> <p>d. Read grade-level appropriate irregularly spelled words.</p> <p>e. Identify language of origin for words, noted in dictionary</p> <p>f. Spell singular and plural possessives (e.g., teacher's, teachers')</p>
<p>1</p> <p>Minimally Proficient</p>	<p>Student cannot spell basic closed and v-e syllable types with support.</p>	<p>Students cannot spell one or multi-syllable words containing closed, v-e, open and vowel team syllables with support.</p>	<p>Students cannot spell one or multi-syllable words containing closed, v-e, open and vowel team, r-controlled and c-le syllables with support.</p>	
<p>Assessment: Initially Spelling Inventory, HMH Foundational Skills spelling lessons, Wilson Foundations Unit tests for schools that teach L3 Foundations</p>				

Reading, Writing and Speaking Foundational Skills

3.RF.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4 (AASA Rubric)
4 Highly Proficient	104 WCPM or higher on HMH fluency passage. Read text smoothly with expressions, phrasing, and accuracy	137 WCPM or higher on HMH fluency passage. Read text smoothly with expressions, phrasing, and accuracy.	139 WCPM or higher on HMH fluency passage. Read text smoothly with expressions, phrasing, and accuracy.	139 WCPM or higher on HMH fluency passage. Read text smoothly, with expressions, phrasing, and accuracy.
3 Proficient	80-103 WCPM on HMH fluency passage. Read text smoothly with expressions, phrasing, and accuracy.	94-136 WCPM on HMH fluency passage. Read text smoothly with expressions, phrasing, and accuracy.	109-138 WCPM on HMH fluency passage. Read text smoothly with expressions, phrasing and accuracy.	109-138 WCPM on HMH fluency passage. Read text smoothly with expressions, phrasing, and accuracy.
2 Partially Proficient	50-80 WCPM on HMH fluency passage. Sometimes reads text smoothly with expressions, phrasing, and accuracy.	80-94 WCPM on HMH fluency passage. Read text smoothly with expressions, phrasing, and accuracy.	94-108 WCPM on HMH fluency passage. Read text smoothly with expressions, phrasing, and accuracy.	94-108 WCPM on HMH fluency passage. Read text smoothly with expressions, phrasing, and accuracy.
1 Minimally Proficient	0-50 WCPM on HMH fluency passage. Rarely reads text smoothly.	0-79 WCPM on HMH fluency passage. Rarely reads text smoothly.	0-93 WCPM on HMH fluency passage. Rarely reads text smoothly.	0-93 WCPM on HMH fluency passage. Rarely reads text smoothly.
Assessments: HMH Grade Level Fluency Passage WCPM based on Hasbrouck and Tindal Norms, 2017				

Writing				
3.W.1 Writes an opinion piece on topics or texts, using reasons to support one's point of view.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4 (AASA Rubric)
4 Highly Proficient	Writes an opinion piece on topics or texts, using reasons to support one's point of view. a. introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons. b. provides reasons that support the opinion. c. uses linking words and phrases to connect opinion and reasons. d. provides a concluding statement or section.	Writes an opinion piece on topics or texts, using reasons to support one's point of view. a. introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons. b. provides reasons that support the opinion. c. uses linking words and phrases to connect opinion and reasons. d. provides a concluding statement or section.	Writes a well-organized, multi-paragraph opinion piece, using sound reasons to support one's point of view. a. effectively introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons. b. provides strong evidence that effectively supports the opinion. c. uses linking words and phrases to connect opinion and reasons. d. provides an effective concluding statement or section.	Writes a well-organized, multi-paragraph opinion piece, using sound reasons to support one's point of view. a. effectively introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons. b. provides strong evidence that effectively supports the opinion. c. uses linking words and phrases to connect opinion and reasons. d. provides an effective concluding statement or section.
3 Proficient	Writes an opinion piece on topics or texts, using reasons to support one's point of view. a. introduces the topic or text, states an opinion b. provides some reasons that support the opinion. c. uses some linking words and phrases to connect opinion and reasons. d. provides a general concluding statement.	Writes an opinion piece on topics or texts, using reasons to support one's point of view. a. introduces the topic or text, states an opinion b. provides some reasons that support the opinion. c. uses some linking words and phrases to connect opinion and reasons. d. provides a general concluding statement.	Writes an opinion piece on topics or texts, using reasons to support one's point of view. a. introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons. b. provides reasons that support the opinion. c. uses linking words and phrases to connect opinion and reasons. d. provides a concluding statement or section.	Writes an opinion piece on topics or texts, using reasons to support one's point of view. a. introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons. b. provides reasons that support the opinion. c. uses linking words and phrases to connect opinion and reasons. d. provides a concluding statement or section.
2 Partially Proficient	Writes a moderately organized opinion piece, using some reasons to support one's point of view:	Writes a moderately organized opinion piece, using some reasons to support one's point of view:	Writes a moderately organized opinion piece, using some reasons to support one's point of view: a. includes a simple introduction and organizational structure that	Writes a moderately organized opinion piece, using some reasons to support one's point of view:

	<ul style="list-style-type: none"> a. includes a simple introduction and organizational structure that states an opinion and lists reasons. b. provides limited reasons to support the opinion. c. uses some linking words and phrases to connect opinion and reasons. d. provides a simple concluding statement or section. 	<ul style="list-style-type: none"> a. includes a simple introduction and organizational structure that states an opinion and lists reasons. b. provides limited reasons to support the opinion. c. uses some linking words and phrases to connect opinion and reasons. d. provides a simple concluding statement or section. 	<ul style="list-style-type: none"> a. states an opinion and lists reasons. b. provides limited reasons to support the opinion. c. uses some linking words and phrases to connect opinion and reasons. d. provides a simple concluding statement or section. 	<ul style="list-style-type: none"> a. includes a simple introduction and organizational structure that states an opinion and lists reasons. b. provides limited reasons to support the opinion. c. uses some linking words and phrases to connect opinion and reasons. d. provides a simple concluding statement or section.
1 Minimally Proficient	<p>Writes an opinion piece that lacks organization and attempts to use reasons to support one's point of view:</p> <ul style="list-style-type: none"> a. does not include an introduction or includes an ineffective one. b. provides irrelevant facts, definitions, and details to support the topic. c. inconsistently uses linking words and phrases to connect opinion and reasons. d. does not include a concluding statement or section or includes an ineffective one. 	<p>Writes an opinion piece that lacks organization and attempts to use reasons to support one's point of view:</p> <ul style="list-style-type: none"> a. does not include an introduction or includes an ineffective one. b. provides irrelevant facts, definitions, and details to support the topic. c. inconsistently uses linking words and phrases to connect opinion and reasons. d. does not include a concluding statement or section or includes an ineffective one. 	<p>Writes an opinion piece that lacks organization and attempts to use reasons to support one's point of view:</p> <ul style="list-style-type: none"> a. does not include an introduction or includes an ineffective one. b. provides irrelevant facts, definitions, and details to support the topic. c. inconsistently uses linking words and phrases to connect opinion and reasons. d. does not include a concluding statement or section or includes an ineffective one. 	<p>Writes an opinion piece that lacks organization and attempts to use reasons to support one's point of view:</p> <ul style="list-style-type: none"> a. does not include an introduction or includes an ineffective one. b. provides irrelevant facts, definitions, and details to support the topic. c. inconsistently uses linking words and phrases to connect opinion and reasons. d. does not include a concluding statement or section or includes an ineffective one.
Assessments: HMH Writing Workshop Assignments and End of Unit Performance Task. Assess writing using sections of Opinion Writing Rubrics from HMH and AASA throughout the year. HMH Priority Standards Pathways - Located in 3rd Grade SharePoint Report Card Folder				

Writing				
3.W.2 Writes an informative/explanatory text to examine a topic and convey ideas and information clearly.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4 (AASA Rubric)
4 Highly Proficient	Writes a well-organized, multi-paragraph explanatory piece and conveys ideas and information clearly: a. effectively introduces the topic and groups related information together; includes illustrations when useful to aiding comprehension. b. provides facts, definitions, and details that effectively support the topic. c. uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. provides an effective concluding statement or section.	Writes a well-organized, multi-paragraph explanatory piece and conveys ideas and information clearly: a. effectively introduces the topic and groups related information together; includes illustrations when useful to aiding comprehension. b. provides facts, definitions, and details that effectively support the topic. c. uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. provides an effective concluding statement or section.	Writes a well-organized, multi-paragraph explanatory piece and conveys ideas and information clearly: a. effectively introduces the topic and groups related information together; includes illustrations when useful to aiding comprehension. b. provides facts, definitions, and details that effectively support the topic. c. uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. provides an effective concluding statement or section.	Writes a well-organized, multi-paragraph explanatory piece and conveys ideas and information clearly: a. effectively introduces the topic and groups related information together; includes illustrations when useful to aiding comprehension. b. provides facts, definitions, and details that effectively support the topic. c. uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. provides an effective concluding statement or section.
3 Proficient	Writes an informative text to examine a topic and conveys ideas and information clearly: a. introduces a topic and groups related information together b. develops the topic with some facts, definitions, and details. c. uses some linking words and phrases (e.g., also, another, and, more, but) to connect ideas	Writes an informative text to examine a topic and conveys ideas and information clearly: a. introduces a topic and groups related information together b. develops the topic with some facts, definitions, and details. c. uses some linking words and phrases (e.g., also, another, and, more, but) to connect	Writes an informative text to examine a topic and conveys ideas and information clearly: a. introduces a topic and groups related information together; includes illustrations when useful to aiding comprehension. b. develops the topic with sufficient and appropriate facts, definitions, and details.	Writes an informative text to examine a topic and conveys ideas and information clearly: a. introduces a topic and groups related information together; includes illustrations when useful to aiding comprehension. b. develops the topic with sufficient and appropriate facts, definitions, and details.

	within categories of information. d. provides a general concluding statement or section.	ideas within categories of information. d. provides a general concluding statement or section.	c. uses sufficient linking words and phrases to connect ideas within categories of information. d. provides a concise and clear concluding statement or section.	c. uses sufficient linking words and phrases to connect ideas within categories of information. d. provides a concise and clear concluding statement or section.
2 Partially Proficient	Writes a moderately organized explanatory text to examine a topic and generally conveys ideas and information clearly: a. includes a simple introduction and generally groups related information together; includes illustrations when useful to aiding comprehension. b. provides limited facts, definitions, and details to support the topic. c. uses some linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. includes a simple concluding statement or section.	Writes a moderately organized explanatory text to examine a topic and generally conveys ideas and information clearly: a. includes a simple introduction and generally groups related information together; includes illustrations when useful to aiding comprehension. b. provides limited facts, definitions, and details to support the topic. c. uses some linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. includes a simple concluding statement or section.	Writes a moderately organized explanatory text to examine a topic and generally conveys ideas and information clearly: a. includes a simple introduction and generally groups related information together; includes illustrations when useful to aiding comprehension. b. provides limited facts, definitions, and details to support the topic. c. uses some linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. includes a simple concluding statement or section.	Writes a moderately organized explanatory text to examine a topic and generally conveys ideas and information clearly: a. includes a simple introduction and generally groups related information together; includes illustrations when useful to aiding comprehension. b. provides limited facts, definitions, and details to support the topic. c. uses some linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. includes a simple concluding statement or section.
1 Minimally Proficient	Writes an explanatory text that lacks organization and attempts to use reasons to support one's point of view: a. does not include an introduction or includes an ineffective one; does not group related information together or ineffectively groups information together; occasionally includes illustrations when useful to aiding comprehension. b. provides irrelevant facts, definitions, and details to support the topic. c.	Writes an explanatory text that lacks organization and attempts to use reasons to support one's point of view: a. does not include an introduction or includes an ineffective one; does not group related information together or ineffectively groups information together; occasionally includes illustrations when useful to aiding comprehension. b. provides irrelevant facts, definitions, and details to	Writes an explanatory text that lacks organization and attempts to use reasons to support one's point of view: a. does not include an introduction or includes an ineffective one; does not group related information together or ineffectively groups information together; occasionally includes illustrations when useful to aiding comprehension. b. provides irrelevant facts, definitions, and details to support the topic. c. inconsistently uses linking words	Writes an explanatory text that lacks organization and attempts to use reasons to support one's point of view: a. does not include an introduction or includes an ineffective one; does not group related information together or ineffectively groups information together; occasionally includes illustrations when useful to aiding comprehension. b. provides irrelevant facts, definitions, and details to support the topic. c. inconsistently uses linking words and phrases (e.g.,

	inconsistently uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. does not include a concluding statement or section or includes an ineffective one.	support the topic. c. inconsistently uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. does not include a concluding statement or section or includes an ineffective one.	and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. does not include a concluding statement or section or includes an ineffective one.	also, another, and, more, but) to connect ideas within categories of information. d. does not include a concluding statement or section or includes an ineffective one.
Assessments: HMH Writing Workshop Assignments and End of Unit Performance Task. Assess writing using sections of Argument Writing Rubrics from HMH and AASA throughout the year. HMH Priority Standards Pathways - Located in 3rd Grade SharePoint Report Card Folder				

Language Standards				
3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4 (AASA Rubric)
4 Highly Proficient	Demonstrates strong command of the conventions of Standard English capitalization and punctuation when writing: a. capitalizes appropriate words in titles. b. uses commas in addresses. c. uses commas and quotation marks in dialogue. d. forms and uses possessives.	Demonstrates strong command of the conventions of Standard English capitalization and punctuation when writing: a. capitalizes appropriate words in titles. b. uses commas in addresses. c. uses commas and quotation marks in dialogue. d. forms and uses possessives.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell 4th grade-appropriate words correctly, consulting references as needed.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell 4th grade-appropriate words correctly, consulting references as needed.
3 Proficient	Demonstrates understanding of the conventions of Standard English capitalization and punctuation when writing: a. generally capitalizes appropriate words in titles. b. generally uses commas in addresses. c. generally uses commas and quotation marks in dialogue. d. forms and uses simple possessives.	Demonstrates understanding of the conventions of Standard English capitalization and punctuation when writing: a. generally capitalizes appropriate words in titles. b. generally uses commas in addresses. c. generally uses commas and quotation marks in dialogue. d. forms and uses simple possessives.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. use commas in addresses c. use commas and quotation marks in dialogue. d. Form and use possessives	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. use commas in addresses c. use commas and quotation marks in dialogue. d. Form and use possessives
2 Partially Proficient	Demonstrates basic understanding of the conventions of Standard English capitalization and punctuation	Demonstrates basic understanding of the conventions of Standard English capitalization and punctuation	Demonstrates understanding of the conventions of Standard English capitalization and punctuation when writing: a.	Demonstrates understanding of the conventions of Standard English capitalization and punctuation when writing: a.

	when writing: a. inconsistently capitalizes appropriate words in titles. b. inconsistently uses commas in addresses. c. inconsistently uses commas and quotation marks in dialogue. d. inconsistently forms and uses possessives	when writing: a. inconsistently capitalizes appropriate words in titles. b. inconsistently uses commas in addresses. c. inconsistently uses commas and quotation marks in dialogue. d. inconsistently forms and uses possessives	generally capitalizes appropriate words in titles. b. generally uses commas in addresses. c. generally uses commas and quotation marks in dialogue. d. forms and uses simple possessives.	generally capitalizes appropriate words in titles. b. generally uses commas in addresses. c. generally uses commas and quotation marks in dialogue. d. forms and uses simple possessives.
1 Minimally Proficient	Identify conventions of Standard English capitalization and punctuation when writing: a. inconsistently capitalizes appropriate words in titles. b. inconsistently uses commas in addresses. c. inconsistently uses commas and quotation marks in dialogue. d. inconsistently forms and uses possessives	Identify conventions of Standard English capitalization and punctuation when writing: a. inconsistently capitalizes appropriate words in titles. b. inconsistently uses commas in addresses. c. inconsistently uses commas and quotation marks in dialogue. d. inconsistently forms and uses possessives	Demonstrates basic understanding of the conventions of Standard English capitalization and punctuation when writing: a. inconsistently capitalizes appropriate words in titles. b. inconsistently uses commas in addresses. c. inconsistently uses commas and quotation marks in dialogue. d. inconsistently forms and uses possessives	Demonstrates basic understanding of the conventions of Standard English capitalization and punctuation when writing: a. inconsistently capitalizes appropriate words in titles. b. inconsistently uses commas in addresses. c. inconsistently uses commas and quotation marks in dialogue. d. inconsistently forms and uses possessives
Assessment: Daily Classwork and writing assignments.				

Language Standards				
3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4 (AASA Rubric)
4 Highly Proficient	Consistently able to determine the meaning of unknown and multiple-meaning words and phrases based on grade 3 and higher reading and content.	Consistently able to determine the meaning of unknown and multiple-meaning words and phrases based on grade 3 and higher reading and content.	Consistently able to determine the meaning of unknown and multiple-meaning words and phrases based on grade 3 and higher reading and content.	Consistently able to determine the meaning of unknown and multiple-meaning words and phrases based on grade 3 and higher reading and content.

	<p>a. Determine the meaning of the new word formed when a known affix is added to a known word</p> <p>b. Use a known root word as a clue to the meaning of an unknown word with the same root</p> <p>c. Use sentence-level context as a clue to the meaning of a word or phrases.</p> <p>d. Use print and digital glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p> <p>e. uses new words appropriately in writing and conversation.</p>	<p>a. Determine the meaning of the new word formed when a known affix is added to a known word</p> <p>b. Use a known root word as a clue to the meaning of an unknown word with the same root</p> <p>c. Use sentence-level context as a clue to the meaning of a word or phrases.</p> <p>d. Use print and digital glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p> <p>e. uses new words appropriately in writing and conversation.</p>	<p>a. Determine the meaning of the new word formed when a known affix is added to a known word</p> <p>b. Use a known root word as a clue to the meaning of an unknown word with the same root</p> <p>c. Use sentence-level context as a clue to the meaning of a word or phrases.</p> <p>d. Use print and digital glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p> <p>e. uses new words appropriately in writing and conversation.</p>	<p>a. Determine the meaning of the new word formed when a known affix is added to a known word</p> <p>b. Use a known root word as a clue to the meaning of an unknown word with the same root</p> <p>c. Use sentence-level context as a clue to the meaning of a word or phrases.</p> <p>d. Use print and digital glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p> <p>e. uses new words appropriately in writing and conversation.</p>
<p>3 Proficient</p>	<p>Often determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Often determines the meaning of the new word formed when a known affix is added to a known word</p> <p>Often uses a known root word as a clue to the meaning of an unknown word with the same root</p>	<p>Often determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Often determines the meaning of the new word formed when a known affix is added to a known word</p> <p>Often uses a known root word as a clue to the meaning of an unknown word with the same root</p>	<p>Often determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Often determines the meaning of the new word formed when a known affix is added to a known word</p> <p>Often uses a known root word as a clue to the meaning of an unknown word with the same root</p>	<p>Often determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Often determines the meaning of the new word formed when a known affix is added to a known word</p> <p>Often uses a known root word as a clue to the meaning of an unknown word with the same root</p>

	<p>Often sentence-level context as a clue to the meaning of a word or phrases.</p> <p>As needed, uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Often sentence-level context as a clue to the meaning of a word or phrases.</p> <p>As needed, uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Often sentence-level context as a clue to the meaning of a word or phrases.</p> <p>As needed, uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Often sentence-level context as a clue to the meaning of a word or phrases.</p> <p>As needed, uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
<p>2 Partially Proficient</p>	<p>With reminders and support can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 or lower reading and content.</p> <p>With reminders and support can determine the meaning of the new word formed when a known affix is added to a known word</p> <p>Often uses a known root word as a clue to the meaning of an unknown word with the same root</p> <p>With reminders and support can use sentence-level context as a clue to the meaning of a word or phrases.</p> <p>With reminders and support can uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>With reminders and support can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 or lower reading and content.</p> <p>With reminders and support can determine the meaning of the new word formed when a known affix is added to a known word</p> <p>Often uses a known root word as a clue to the meaning of an unknown word with the same root</p> <p>With reminders and support can use sentence-level context as a clue to the meaning of a word or phrases.</p> <p>With reminders and support can uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>With reminders and support can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 or lower reading and content.</p> <p>With reminders and support can determine the meaning of the new word formed when a known affix is added to a known word</p> <p>Often uses a known root word as a clue to the meaning of an unknown word with the same root</p> <p>With reminders and support can use sentence-level context as a clue to the meaning of a word or phrases.</p> <p>With reminders and support can uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>With reminders and support can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 or lower reading and content.</p> <p>With reminders and support can determine the meaning of the new word formed when a known affix is added to a known word</p> <p>Often uses a known root word as a clue to the meaning of an unknown word with the same root</p> <p>With reminders and support can use sentence-level context as a clue to the meaning of a word or phrases.</p> <p>With reminders and support can uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
<p>1 Minimally Proficient</p>	<p>With reminders and support cannot determine or clarify the meaning of unknown and</p>	<p>With reminders and support cannot determine or clarify the meaning of unknown and</p>	<p>With reminders and support cannot determine or clarify the meaning of unknown and</p>	<p>With reminders and support cannot determine or clarify the meaning of unknown and</p>

	<p>multiple-meaning words and phrases based on grade 3 or lower reading and content. With reminders and support cannot determine the meaning of the new word formed when a known affix is added to a known word cannot use a known root word as a clue to the meaning of an unknown word with the same root With reminders and support cannot sentence-level context as a clue to the meaning of a word or phrases. With reminders and support cannot use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>multiple-meaning words and phrases based on grade 3 or lower reading and content. With reminders and support cannot determine the meaning of the new word formed when a known affix is added to a known word cannot use a known root word as a clue to the meaning of an unknown word with the same root With reminders and support cannot sentence-level context as a clue to the meaning of a word or phrases. With reminders and support cannot use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>multiple-meaning words and phrases based on grade 3 or lower reading and content. With reminders and support cannot determine the meaning of the new word formed when a known affix is added to a known word cannot use a known root word as a clue to the meaning of an unknown word with the same root With reminders and support cannot sentence-level context as a clue to the meaning of a word or phrases. With reminders and support cannot use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>multiple-meaning words and phrases based on grade 3 or lower reading and content. With reminders and support cannot determine the meaning of the new word formed when a known affix is added to a known word cannot use a known root word as a clue to the meaning of an unknown word with the same root With reminders and support cannot sentence-level context as a clue to the meaning of a word or phrases. With reminders and support cannot use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
Assessment: HMH Vocabulary Activities				