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.		

<u>KEY</u>

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

	2	With support and scaffolding,	With support and scaffolding,	With support and scaffolding,	With support and scaffolding,
	2	engages in 3rd grade HMH text,	engages in 3rd grade HMH text,	engages in 3rd grade HMH text,	engages in 3rd grade HMH text,
	artially	shares text knowledge in group	shares text knowledge in group	shares text knowledge in group	shares text knowledge in group
Pro	oficient	discussions and demonstrates	discussions and demonstrates	discussions and demonstrates	discussions and demonstrates
		mastery when completing HMH	mastery when completing HMH	mastery when completing HMH	mastery when completing HMH
		activities and assessments. (Lexile	activities and assessments.(Lexile	activities and assessments.(Lexile	activities and assessments.(Lexile
		520-820)	520-820)	520-820)	520-820)
		Independent DRA 24-28/HMH L-M	Independent DRA 30 /HMH N	Instructional DRA 34 /HMH O	Independent DRA 34/HMH P
		Work in, complete and pass late	Work in, complete and pass late	Work in, complete and pass late	Work in, complete and early/mid
		2nd grade iReady literature	2nd grade/early 3rd grade iReady	2nd grade/early 3rd grade iReady	3rd grade iReady literature lessons.
		lessons.	literature lessons.	literature lessons.	Sid grade meday interactive lessons.
		10330113.	interaction constraints.	interaction costs in the second costs in the s	Score Average on NWEA MAP
		Score Average on NWEA MAP	Score Average on NWEA MAP	Score Average on NWEA MAP	literature skills
		literature skills	literature skills	literature skills	
	1	With support and scaffolding,	With support and scaffolding,	With support and scaffolding,	With support and scaffolding,
N 4:		inconsistently engages in 3rd grade	inconsistently engages in 3rd grade	inconsistently engages in 3rd grade	inconsistently engages in 3rd grade
	inimally oficient	HMH text, shares text knowledge	HMH text, shares text knowledge in	HMH text, shares text knowledge	HMH text, shares text knowledge
	Officient	in group discussions or	group discussions or demonstrates	in group discussions or	in group discussions or
		demonstrates mastery when	mastery when completing HMH	demonstrates mastery when	demonstrates mastery when
		completing HMH activities and	activities and assessments.	completing HMH activities and	completing HMH activities and
		assessments.		assessments.	assessments.
			Work in, complete and pass 2nd		
		Work in, complete and pass 2nd	grade or below iReady literature	Work in, complete and pass 2nd	Work in, complete and pass 2nd
		grade or below iReady literature	lessons.	grade or below iReady literature	grade or below iReady literature
		lessons.	Indonesiado est DDA 24/IIAII I ou	lessons.	lessons.
		Linday and days DDA 20/UNALLY an	Independent DRA 24/HMH L or	Linday and ant DDA 20/LINALI NA an	Linda a sanda at DDA 20/UNALI N. sa
		Independent DRA 20/HMH K or	lower	Independent DRA 28/HMH M or	Independent DRA 30/HMH N or
		lower	Score Low/Low Average on NWEA	lower	lower
		Score Low/Low Average on NWEA	MAP literature skills	Score Low/Low Average on NWEA	Score Low/Low Average on NWEA
		MAP literature skills		MAP literature skills	MAP literature skills
Th	is rubrio		tify their students' ability to read ar		

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.

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

	lessons. Score Average/High Average in informational text skills on NWEA MAP	iReady - Work, complete and pass 3rd grade iReady informational text lessons. Score Average/High Average in informational text skills on NWEA MAP	3rd grade iReady informational text lessons. Score High on NWEA MAP informational text skills	iReady - Work, complete and pass 3rd grade iReady informational text lessons. Score High on NWEA MAP informational text skills
2 Partially Proficient	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) Independent DRA 24-28/HMH L-M Work in, complete and pass late 2nd grade iReady informational text lessons. Score Average on NWEA MAP informational text skills	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) Independent DRA 30 /HMH N Work in, complete and pass late 2nd grade/early 3rd grade iReady informational text lessons. Score Average on NWEA MAP informational text skills	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) Instructional DRA 34 /HMH O Work in, complete and pass late 2nd grade/early 3rd grade iReady informational text lessons. Score Average on NWEA MAP informational text skills	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) Independent DRA 34/HMH P Work in, complete and early/mid 3rd grade iReady informational text lessons. Score Average on NWEA MAP informational text skills
1 Minimally Proficient	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. Work in, complete and pass 2nd grade or below iReady informational text lessons. Independent DRA 20/HMH K or lower	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. Work in, complete and pass 2nd grade or below iReady informational text lessons. Independent DRA 24/HMH L or lower	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. Work in, complete and pass 2nd grade or below iReady informational text lessons. Independent DRA 28/HMH M or lower	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. Work in, complete and pass 2nd grade or below iReady informational text lessons. Independent DRA 30/HMH N or lower

| Score Low/Low Average on NWEA |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| MAP informational text skills |

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 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

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 Det	ermines the meaning of word	ds and phrases as they are us	ed in a text, distinguishing literal f	rom 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).

(0.81) 111 0	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,	purpose, word choice, mood	related text*, with some prompting	author or in related text with
figurative language, etc.) with	vs. tone, figurative language,	and support.	prompting and support.
some prompting and support.	etc.) with prompting and		
	support.		

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

Readin	Reading Informational Text				
3.RI.2 De	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. w It Show It. HMH Priority Standards	

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 4 Quarter 1 Quarter 2 Quarter 3 (AASA Rubric) Consistently identifies key Compares and contrasts the **most** Compares and contrasts the Compares and contrasts the most 4 points of texts. **important points** and **key details** most important points and key important points and key details Highly presented in two texts on the details presented in two texts on presented in two texts on the same Proficient Compares and contrasts the same topic. the same topic with some text topic and provides textual evidence to one or more main point and evidence to support a support these comparisons. key details presented in two comparison. texts on the same topic. Learning to identify key points Consistently identifies key points Compares and contrasts the Compares and contrasts the most of texts. of texts. most important points and key important points and key details Proficient details, cause and effect presented in two texts on the same Compares and contrasts **one** Compares and contrasts one or presented in two texts on the topic with some text evidence to main point and key detail more main point and key details same topic. support a comparison. presented in two texts on the presented in two texts on the same topic. same topic. Describes the most important Identifies some key points in Compares and contrasts one or Describes the most important points 2 more important points and key points and key details presented and key details presented in two texts text. Partially **details** presented in two texts on in two texts on the same topic. on the same topic. Proficient the same topic With adult support Identifies the With adult support Identifies Identifies the most important Identifies the most important points and 1 the most important points and most important points and key points and key details presented key details presented in a text. Minimally key details presented in a text. details presented in a text. 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

Proficient

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.	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.	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.	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 grade-level appropriate irregularly spelled words.	d. Read grade-level appropriate irregularly spelled words.	d. Read above grade-level appropriate irregularly spelled words.	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.	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.	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	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.
	Closed Syllable VC-e d. Read grade-level appropriate irregularly spelled words.	Closed Syllable VC-e Open Syllable Vowel Teams d. Read grade-level appropriate irregularly spelled words.	VC-e Open Syllable Vowel Teams R-controlled Consonant -le d. Read grade-level appropriate irregularly spelled words.	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.	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 Fundations Unit tests for schools that teach L3 Fundations

Writing Foundational Skills Standard: 3.WE.3 - Know and apply spelling conventions

Standard:	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	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. c. Apply knowledge of the six	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. c. Apply knowledge of the six	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. c. Apply knowledge of the six	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	
	syllable types to read grade-level words accurately.	syllable types to read grade-level words accurately.	syllable types to read grade-level words accurately.	accurately.	
	d. Read grade-level appropriate irregularly spelled words.	d. Read grade-level appropriate irregularly spelled words.	d. Read above grade-level appropriate irregularly spelled	Read above grade-level appropriate irregularly spelled words.	
			words.	Identify language of origin for words, noted in dictionary	
			e. Identify language of origin for words, noted in dictionary	Spell singular and plural possessives (e.g., teacher's, teachers')	
			f. Spell singular and plural possessives (e.g., teacher's, teachers')		
3 Proficient	Know and apply phonics and word analysis skills in spelling the one-syllable or multisyllabic	Know and apply phonics and word analysis skills in spelling one-syllable or multisyllabic	Know and apply phonics and word analysis skills in spelling one-syllable or multisyllabic words.	Know and apply phonics and word analysis skills in spelling one-syllable or multisyllabic words.	
	words.	words.	c. Apply knowledge of the following	c. Apply knowledge of the six syllable	
	c. Apply knowledge of the	c. Apply knowledge of the	syllable types to spell grade-level	types to spell grade-level words	
	following syllable types to spell	following syllable types to spell	words accurately.	accurately.	
	grade-level words accurately.	grade-level words accurately.	Closed Syllable		
	Closed Syllable	Closed Syllable	VC-e	d. Read grade-level appropriate	
	Closed Syllable exceptions	VC-e	Open Syllable	irregularly spelled words.	
	(-old, -ind, -ost, -ild)	Open Syllable	Vowel Teams		
	Suffixes (sub-, un-, dis-, mis)	(suffixes: re-, pre-)	(complex graphemes e.g., ough,	e. Identify language of origin for words, noted in dictionary	
	(305-, 411-, 413-, 11113)	Vowel Teams/Graphemes	augh, -tion) R-controlled	Tiotod iii diotional y	
		d. Read grade-level appropriate	N-controlled		

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

Assessment: Initially Spelling Inventory, HMH Foundational Skills spelling lessons, Wilson Fundations Unit tests for schools that teach L3 Fundations

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	Writing					
3.W.1 Writ	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.	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.	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	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		
	c. uses linking words and phrases to connect opinion and reasons.d. provides a concluding statement or section.	c. uses linking words and phrases to connect opinion and reasons.d. provides a concluding statement or section.	effectively supports the opinion. c. uses linking words and phrases to connect opinion and reasons. d. provides an effective concluding statement or section.	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:		

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

1	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	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	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 basic	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 basic
Minimally Proficient	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	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	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	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
Assessme	ent: Daily Classwork and writing assi	gnments.		

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	multiple-meaning words and	multiple-meaning words and	multiple-meaning words and
	phrases based on grade 3 and			
	higher reading and content.			

- a. Determine the meaning of the new word formed when a known affix is added to a known word
- b. Use a known root word as a clue to the meaning of an unknown word with the same root
- c. Use sentence-level context as a clue to the meaning of a word or phrases.
- d. Use print and digital glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.
- e. uses new words appropriately in writing and conversation.

- a. Determine the meaning of the new word formed when a known affix is added to a known word
- b. Use a known root word as a clue to the meaning of an unknown word with the same root
- c. Use sentence-level context as a clue to the meaning of a word or phrases.
- d. Use print and digital glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.
- e. uses new words appropriately in writing and conversation.

- a. Determine the meaning of the new word formed when a known affix is added to a known word
- b. Use a known root word as a clue to the meaning of an unknown word with the same root
- c. Use sentence-level context as a clue to the meaning of a word or phrases.
- d. Use print and digital glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.
- e. uses new words appropriately in writing and conversation.

- a. Determine the meaning of the new word formed when a known affix is added to a known word
- b. Use a known root word as a clue to the meaning of an unknown word with the same root
- c. Use sentence-level context as a clue to the meaning of a word or phrases.
- d. Use print and digital glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.
- e. uses new words appropriately in writing and conversation.

3 Proficient

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.

Often determines the meaning of the new word formed when a known affix is added to a known word

Often uses a known root word as a clue to the meaning of an unknown word with the same root

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Often uses a known root word as a clue to the meaning of an unknown word with the same root

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

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.

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.

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Assessment: HMH Vocabulary Activities