

Reading Foundations-Phonics **3.RF.4.4**

Read grade-appropriate words that have blends (e.g. walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding-ing, such as cut/cutting; changing the ending of a words from -y to -ies to make a plural).

Scale Score	Scale
4	Read complex grade-appropriate words that have blends and common spelling patterns.
3	Read grade-appropriate words that have blends (e.g. walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding-ing, such as cut/cutting; changing the ending of a words from -y to -ies to make a plural)
2	The student will be able to read most grade-appropriate words that have blends and common spelling patterns in simple contexts (such as lists). 32 of the 40 words on the list is correctly read.
1	Inconsistently read grade-appropriate words that have blends and common spelling patterns in simple contexts (such as lists). 10-31 words on the list is read correctly.
0	Even with help, no skill or understanding is demonstrated. 0-9 words on the list is read correctly.

Required vocabulary: consonants, blends, plural

Reading Foundations-Phonics **3.RF.4.6**

Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not=won't) and possessives (e.g., children's, Dennis's).

Scale Score	Scale
4	Consistently read multi-syllabic words composed of roots and related prefixes and suffixes; consistently read irregular contractions (e.g., will not = won't) and possessives (e.g., children's and Dennis's). Students will be able to create and correctly spell their own words using prefixes, suffixes, contractions, and possessives.
3	Adequately multi-syllabic words composed of roots and related prefixes and suffixes; adequately read irregular contractions (e.g., will not=won't) and possessives (e.g., children's, Dennis's).
2	May recognize but inconsistently read multi-syllabic words composed of roots and related prefixes and suffixes; may recognize but inconsistently read irregular contractions and possessives.
1	Inconsistently recognize simple multi-syllabic words composed of roots and related suffixes; inconsistently recognize simple or common irregular contractions and possessives.
0	Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).

Required vocabulary: root, prefix, suffix, possessives, contractions

Reading Foundations-Fluency **3.RF.5**

Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

Scale Score	Scale
4	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level (with a rate of 150 words per minute)
3	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level (with a rate of 130 words per minute).
2	Orally read grade-level appropriate texts smoothly and accurately, with some expression that connotes comprehension at the independent level (with a rate of 100 words per minute).
1	Orally read grade-level appropriate or lower texts with some difficulty that still connotes comprehension at an instructional level (with a rate of 80 words per minute).
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: smoothly, accurately, expression, connotes, comprehension, independent

Reading Literature: Key Ideas & Textual Support **3.RL.2.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Scale Score	Scale
4	Ask and answer more in-depth questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Students can provide multiple versions of detailed evidence from the text for their answers.
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Students can provide evidence from the text for their answers.
2	Ask and/or answer basic, literal questions to demonstrate understanding of a text, referring inconsistently to the text as the basis for the answers. Evidence from the text is not consistently offered.
1	Ask and/or answer basic, literal questions to demonstrate understanding of a text, referring inconsistently to the text as the basis for the answers. Evidence from the text is not offered by the student.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: answer, ask, basis, detail, explicit, question, refer, text

Reading Literature: Key Ideas & Textual Support **3.RL.2.3**

Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Scale Score	Scale
4	Precisely describe characters in a story (e.g., their traits, motivations, or feelings) and explain in depth how their actions contribute to the plot. Provide detailed evidence from the text for answers.
3	Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the plot. Provide evidence from the text for answers.
2	Describe characters in a story (e.g., their traits, motivations, or feelings).
1	Identify characters in a story and describe characters' actions.

0	Even with help, no skill or understanding is demonstrated.
---	--

Required vocabulary: action, character, contribute, feeling, motivation, sequence of events, story, trait

Reading Literature: Structural Elements and Organization 3.RL.3.2

Distinguish personal point of view from that of the narrator or those of the characters.

Scale Score	Scale
4	Distinguish personal point of view from that of the narrator or those of the characters of a more complex text. Provide evidence from the text to support distinctions.
3	Distinguish personal point of view from that of the narrator or those of the characters. Provide evidence from the text to support distinctions.
2	Identify personal point of view and that of the narrator or those of the characters when stated in the text.
1	Identify personal point of view and that of the narrator or those of the characters when explicitly stated in a simple text.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: point of view, narrator, character

Reading Literature: Connection of Ideas 3.RL.4.2

Compare and contrast 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).

Scale Score	Scale
4	Thoroughly compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters in complex text. Provide detailed evidence from text for comparing and contrasting.
3	Compare and contrast 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). Provide evidence from the text for comparing and contrasting.
2	Compare and contrast settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
1	Identify similarities and differences in settings and plots, of stories written by the same author about the same or similar characters (e.g., in books from a series).

0	Even with help, no skill or understanding is demonstrated.
---	--

Required vocabulary: author, character, compare, contrast, plot, series, setting, similar, story, theme

Reading Nonfiction: Key Ideas & Textual Support **3.RN.2.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Scale Score	Scale
4	Ask and answer more in-depth questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Provide detailed evidence from the text for answers.
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Provide evidence from the text for answers.
2	Ask and answer basic questions to demonstrate understanding of a text, referring to the text as the basis for the answers.
1	Ask and/or answer basic questions to demonstrate understanding of a simple text, referring inconsistently to the text as the basis for the answers.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: answer, ask, basis, detail, explicit, question, refer, text

Reading Nonfiction: Key Ideas & Textual Support **3.RN.2.2**

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Scale Score	Scale
4	Determine the main idea of a complex text; recount the key details and explain in depth how they support the main idea.
3	Determine the main idea of a text; recount the key details and explain how they support the main idea.
2	Determine a relevant idea of a text; recount the details and/or determine how they support the idea.
1	Determine an idea of a text; recount some details and/or may connect how they support the idea.

0	Even with help, no skill or understanding is demonstrated.
---	--

Required vocabulary: main idea, supporting details

Reading Nonfiction: Features & Structures **3.RN.3.1**

Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format)

Scale Score	Scale
4	Apply knowledge of more complex text features to locate information and gain meaning from a text.
3	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format)
2	Use knowledge of text features to locate information and gain meaning from a text.
1	Use basic text features to locate information.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: text features, illustrations, caption, maps, font, format, charts

Reading Nonfiction: Features & Structures **3.RN.3.2**

Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.

Scale Score	Scale
4	Identify how a complex nonfiction text can be structured to indicate a problem or solution or to put events in chronological order.
3	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
2	Identify how a simple nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
1	Recognize structure of a nonfiction text as a problem and solution or as events to put in chronological order.

0	Even with help, no skill or understanding is demonstrated.
---	--

Required vocabulary: nonfiction, chronological, problem, solution, events

Reading Nonfiction: Connection of Ideas **3.RN.4.1**

Distinguish between fact and opinion: explain how an author uses reasons and facts to support specific points in a text.

Scale Score	Scale
4	Distinguish between more complex fact and opinion; thoroughly explain how an author uses reasons and facts to support specific points in a text.
3	Distinguish between fact and opinion: explain how an author uses reasons and facts to support specific points in a text.
2	Identify fact and opinion; locate reasons and facts to support specific points in a text.
1	Identify fact and opinion; locate facts to support points in a text.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: fact, opinion, author, support

Reading Nonfiction: Connection of Ideas **3.RN.4.2**

Compare and contrast the most important points and key details presented in two texts on the same topic.

Scale Score	Scale
4	Thoroughly compare and contrast the most important points and key details presented in two texts on the same topic. Provide detailed evidence to support points from each text.
3	Compare and contrast the most important points and key details presented in two texts on the same topic. Provide evidence to support points from each text.
2	Identify similarities and differences between important points and key details presented in two texts on the same topic.
1	Identify similarities and differences between points and details presented in two texts on the same topic.

0	Even with help, no skill or understanding is demonstrated.
---	--

Required vocabulary: compare, contrast, detail, point, text, topic

Reading Vocabulary: Vocabulary Building **3.RV.2.1**

Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

Scale Score	Scale
4	Apply context clues (e.g., word phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of complex unknown words.
3	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
2	Apply context clues (e.g., word phrase, and sentence clues) and text features (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine meanings of simple unknown words.
1	Recognize context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to begin to determine the meanings of simple unknown words.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: context clues, text features

Reading Vocabulary: Vocabulary Building **3.RV.2.4**

Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

Scale Score	Scale
4	Use a known word as a clue to the meaning of a more complex unknown word with the same root, and identify when a complex affix is added to a known root word.
3	Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
2	Use a commonly known word as a clue to the meaning of an unknown word with the same root, and identify when a frequently used affix is added to a

	known root word.
1	Identify words with the same root to use as clues to the meaning of unknown words, and identify when a basic affix is added to a known root word.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: root and affix

Reading Vocabulary: Vocabulary in Literature & Nonfiction Texts **3.RV.3.1**

Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).

Scale Score	Scale
4	Determine how the author uses complex words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes)
3	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
2	Determine words and phrases the author uses to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
1	Recognize that words and phrases the author uses provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: literature, literal language, figurative language, similes, and metaphors

Reading Vocabulary: Phonics **3.RF.4.2**

Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.

Scale Score	Scale
4	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding complex unknown words. Students will spell 15 of the 18 given words correctly (consisting of 3 from each pattern)
3	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. Students will spell 15 of the 18 given words correctly (consisting of 3 from each pattern)

3rd

2	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding some unknown words. Students will spell 9 of the 18 given words correctly (consisting of 3 from each pattern)
1	Recognize the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle)
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: literature, literal language, figurative language, similes, and metaphors