

Topic: Key Idea & Details	
Score	Description: (3.RL.1) Ask and answer questions to demonstrate understanding of a literature text
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Identify evidence from a text or texts, such as explicit or implicit details, <u>to support and refute a given inference</u> and conclusion based on the text or texts
3	<p>The student will:</p> <ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, <u>referring implicitly and explicitly</u> to the text as the basis for the answers.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Evidence, proof, inference, who/what/when/where/why/how, conclusion <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, without referring to the text as the basis for the answers.
1	No understanding of the standard is demonstrated.

Topic: Key Ideas & Details	
Score	Description: (3.RL.2) Recount stories to determine the central message, lesson or moral
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Recount stories, including fables, folktales, and myths from diverse cultures; <u>analyze and sequentially summarize</u> the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Recount stories, including fables, folktales, and myths from diverse cultures; <u>determine</u> the central message, lesson, or moral and explain how it is conveyed through key details sequentially in the text. <p>Student can support their answer with text evidence.</p>
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Fables, folktales, myths, central message/idea, lesson, moral, key details <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Recount stories, including fables, folktales, and myths from diverse cultures; <u>identify from choices given</u> the central message, lesson, or moral and explain how it is conveyed through key details in a nonsequential order.
1	No understanding of the standard is demonstrated.

Topic: Key Ideas & Details	
Score	Description: (3.RL.3) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • <u>Describe and compare</u> the use of or the relationship between characters in a story (e.g., their traits, motivations, or feelings) and analyze the connections of character actions and the sequence of events in a text
3	<p>The student will:</p> <ul style="list-style-type: none"> • <u>Describe</u> characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Dialogue, setting, conflict, character, character actions, interactions, point of view, relationships, traits, motivations, feelings, author, narrator <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Can identify literary elements within a text, specifically characters or • Identify the characters within a text or • Identifying character actions that affect the sequence of events in a text.
1	No understanding of the standard is demonstrated.

Topic: Craft & Structure	
Score	Description: (3.RL.4) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Use the words and phrases correctly in a sentence to show understanding of the literal and nonliteral language
3	<p>The student will:</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Literal, nonliteral <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases based on explicit context in a text when nonliteral language is used
1	No understanding of the standard is demonstrated.

Topic: Craft & Structure	
Score	Description: (3.RL.5) Refer to parts of stories, dramas, and poems and describe how each successive part builds on earlier sections
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Analyze <u>and/or</u> interpret how the overall structure of a text and the structure within a text impacts meaning • Analyze how parts build on earlier sections.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza • Describe how each successive part builds on earlier sections
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Meaning, text structure, drama, poem, story, chapter, scene, stanza, section <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify the overall structure, or parts, of a text
1	No understanding of the standard is demonstrated.

Topic: Craft & Structure	
Score	Description: (3.RL.6) Distinguish their own point of view from that of the narrator or those of the characters
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Analyze and summarize the author’s purpose of using that point of view and draw conclusions about their use
3	<p>The student will:</p> <ul style="list-style-type: none"> • Distinguish their own point of view from that of the narrator or those of the characters.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Point of view, author, narrator, characters, <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Students can identify the narrator’s point of view
1	The student does not demonstrate an understanding of all level 2 elements.

Topic: Integration of Knowledge & Ideas	
Score	Description: (3.RL.7) Explain how illustrations contribute to the meaning of the story
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> Analyze and interpret why the author chose the illustration and the impact it has on the meaning of the story. Drawing conclusions about the use of print and nonprint elements of a text Analyze the connections between print and nonprint
3	<p>The student will:</p> <ul style="list-style-type: none"> Explain how specific aspects of a text’s nonprint elements fit within a text and how they contribute to what is conveyed by the words in a story
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> illustration, text structure, meaning, author, mood, character, setting, mood, characterization <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify how the nonprint elements fit within a text
1	No understanding of the standard is demonstrated.

Topic: Integration of Knowledge & Ideas	
Score	Description: (3.RL.9) Compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Analyzing and interpreting the similarities and differences between two texts that have a single or multiple theme.
3	<p>The student will:</p> <ul style="list-style-type: none"> • 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). • Describing the similarities and/or differences between two texts that have a single or multiple themes.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Characters compare and contrast, theme, setting, plot, series <p>The student will perform basic processes, such as</p> <ul style="list-style-type: none"> • Can identify similarities or differences (e.g. in multiple texts from a series from a series)
1	No understanding of the standard is demonstrated.

Topic: Literature - Integration of Knowledge & Ideas	
Score	<p>Description: (3.RL.11)</p> <ul style="list-style-type: none"> 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.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> Compose a short text that uses a multiple-meaning word in several different ways (for example, write a poem that uses the word run in four different ways).
3	<p>The student will:</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word. friend, friendly) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
2	<p>The student will recognize or recall general academic and domain-specific vocabulary (for example: definition, dictionary, synonym, text feature) and perform foundational processes such as:</p> <ul style="list-style-type: none"> Identify bold or italicized words that are defined in a text’s glossary. Locate the definition of a word in a glossary, dictionary, or thesaurus. Restate a word’s definition in one’s own words. <p>The student will recognize or recall general academic and domain-specific vocabulary (for example, antonym, dictionary, meaning, nuance, synonym) and perform foundational processes such as:</p> <ul style="list-style-type: none"> Use reference materials such as a thesaurus and/or dictionary to locate synonyms and antonyms of a word and precise definitions of words.
1	No understanding of the standard is demonstrated.

Topic: Informational - Key Ideas & Details	
Score	Description: (3.RI.1) Ask and answer questions to demonstrate understanding of informational text
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • identify evidence from a text or texts, such as explicit details, to support a given conclusion based on the text or texts
3	<p>The student will:</p> <ul style="list-style-type: none"> • Asking or answering questions about a text and/or <u>identifying text evidence</u>, such as explicit details, to support a given conclusion based on the text.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Right there answer, evidence, proof, inference, who/what/when/where/why/how, conclusion <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, <u>without referring explicitly to the text</u> as the basis for the answers.
1	No understanding of the standard is demonstrated.

Topic: Key Ideas & Details	
Score	Description: (3.RI.2) Identify main idea and details
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Analyzing and summarizing a theme or main idea presented in a text • Analyzing summarizing or sequencing key details and events in a text and/or • Using details within a text or texts to support and justify the statement of theme or central idea.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Determine the main idea of the text, recount the key details, and explain how they support the main idea
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Main idea, key event, supporting details, summarize <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify key events
1	No understanding of the standard is demonstrated.

Topic: Key Ideas & Details	
Score	Description: (3.RI.3) Describes a sequential relationship between a series of historical events, ideas or concepts
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Use the sequence of events/ideas and/or cause/effect to analyze the connection between events, ideas, or concepts or steps in a procedure
3	<p>The student will:</p> <ul style="list-style-type: none"> • Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text; • Using language that pertains to time, sequence, and cause/effect.
2	<p>The student will recognize or recall specific vocabulary, such as: First, then, next, last, because, so, if then</p> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify events ideas or concepts or steps in a procedure • Identify a sequence of events or ideas or cause and effect
1	No understanding of the standard is demonstrated.

Topic: Craft & Structure	
Score	Description: (3.RI.4) Determine the meaning of general academic and domain-specific words and phrases in a text
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Analyze the intended meaning of academic and/or domain-specific words and phrases to a grade 3 topic or subject area
3	The student will: <ul style="list-style-type: none"> • Determine the intended meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Definition, glossary, various academic words and domain-specific words The student will perform basic processes, such as: <ul style="list-style-type: none"> • Determine the meaning of common words and phrases as used in a text
1	No understanding of the standard is demonstrated.

Topic: Craft & Structure	
Score	Description: (3.RI.5) Use text features and search tools to identify information
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Using the function of text structures, locate information from a text
3	The student will: <ul style="list-style-type: none"> • Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Hyperlink, key words, sidebars, text features, search tools The student will perform basic processes, such as: <ul style="list-style-type: none"> • Identify text features
1	No understanding of the standard is demonstrated.

Topic: Craft & Structure	
Score	Description: (3.RI.6) Distinguish own point of view from that of the author
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Analyze how the information presented reveals the author’s point of view or purpose and/or • Explain their own point of view and why it is different from the author’s point of view
3	<p>The student will:</p> <ul style="list-style-type: none"> • Distinguish their own point of view from that of the author of a text.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Point of view, author <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify the point of view of the author, or • Students can identify their own point of view, but not the author’s point of view
1	No understanding of the standard is demonstrated.

Topic: Integration of Knowledge & Ideas	
Score	Description: (3.RI.7) Use information gained from illustrations and words in a text to demonstrate understanding
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Drawing conclusions about the use of nonprint elements within a text and/or • Analyzing the connection between print and nonprint elements within a text
3	<p>The student will:</p> <ul style="list-style-type: none"> • Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Photographs, maps, illustrations, captions <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Demonstrate understanding of an illustration, referring explicitly to the illustration
1	No understanding of the standard is demonstrated.

Topic: Integration of Knowledge & Ideas	
Score	Description: (3.RI.8) Describe the logical connection between sentence and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> Analyze the logical connection based on explicit and implicit details within a text or texts; and identify explicit and implicit details that support that connection
3	The student will: <ul style="list-style-type: none"> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> Comparison, cause/effect, sequencing words The student will perform basic processes, such as: <ul style="list-style-type: none"> Identify the connections that support a particular sentence or paragraph (e.g. comparison, cause/effect, first/second/third in a sequence).
1	No understanding of the standard is demonstrated.

Topic: Integration of Knowledge & Ideas	
Score	Description: (3.RI.9) Compare and contrast the important point and key details in two related texts
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Analyze or summarize the similarities and differences between two texts, and/or • Analyzing how each texts' author approaches the topic
3	The student will: <ul style="list-style-type: none"> • Compare and contrast the important point and key details in two related texts
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Compare, contrast, key details, texts The student will perform basic processes, such as: <ul style="list-style-type: none"> • Identifying similarities or differences between two texts, or • Identifying how each texts author presents the topic
1	No understanding of the standard is demonstrated.

Topic: Foundational	
Score	Description: (3.RF.3) Knows and applies grade level phonics and word analysis skills in decoding words (prefixes, suffixes, multi-syllabic, and irregularly spelled words and understands the meaning between related words)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Effectively applies multisyllabic words in context
3	The student will: <ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words (prefixes, derivational suffixes, common latin suffixes (e.g. -able, -ation, -ible) multisyllabic words, irregularly spelled words)
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Prefix, suffix, root, multi-syllabic, irregular, phonics, decode The student will perform basic processes, such as: <ul style="list-style-type: none"> • Can identify word parts when segmenting
1	No understanding of the standard is demonstrated.

Topic: Foundational	
Score	Description: (3.RF.4) Read on grade level text fluently, accurately and with expression
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Consistently reads alternate grade level text fluently, accurately, with expression, self corrects, and comprehends text
3	<p>The student will:</p> <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension (read on-level text)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Fluency, expression, accuracy <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Struggles with fluency and accuracy so that decoding interferes with comprehension
1	No understanding of the standard is demonstrated.

Topic: Writing	
Score	Description: (3.W.1) <ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example: Write a concluding statement related to the opinion. For example: Provide reasons supported by facts and details.
3	The student will: <ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> a. Know the difference between fact and opinion. b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons c. Provide reasons that support the opinion d. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons e. Provide a concluding statement or section
2	The student will recognize or recall specific vocabulary, such as: opinion, introduction, conclusion, topic, linking words, linking phrases, graphic organizer The student will perform basic processes, such as: Use a teacher provided template or graphic organizer to outline an opinion piece.
1	No understanding of the standard is demonstrated.

Topic: Writing	
Score	Description: (3.W.2) Write informative/explanatory texts, to examine a topic, and convey ideas and information clearly.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Demonstrates in-depth inferences and applications that go beyond what was taught. For example: Include formatting (e.g., headings) and/or multimedia when useful. For example: Use precise language and domain specific vocabulary to inform about the topic.
3	The student will: <ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> a. Introduce a topic and group related information together, include illustrations when useful to aiding comprehensions. b. Develop the topic with facts, definitions, and details. c. use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories and information. d. Provide a concluding statement or section.
2	The student will recognize or recall specific vocabulary, such as: introduction, conclusion, topic, facts The student will perform basic processes, such as: choosing a topic, develop facts, or definitions, or details using background knowledge. No use of concluding statement, introduction, or body. Students can complete a graphic organizer but unable to transfer into paragraph form.
1	No understanding of the standard is demonstrated.

Topic: Writing	
	<p>Description: (3.W.2)</p> <ul style="list-style-type: none"> Write informative/explanatory texts, to examine a topic, and convey ideas and information clearly.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> Demonstrates in-depth inferences and applications that go beyond what was taught. <p>For example: Include formatting (e.g., headings) and/or multimedia when useful.</p> <p>For example: Use precise language and domain specific vocabulary to inform about the topic.</p>
3	<p>The student will:</p> <ul style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> Introduce a topic and group related information together, include illustrations when useful to aiding comprehensions. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g. also, another, and, more ,but) to connect ideas within categories and information. Provide a concluding statement or section.
2	<p>The student will recognize or recall specific vocabulary, such as: introduction, conclusion, topic, facts</p> <p>The student will perform basic processes, such as: choosing a topic, develop facts, or definitions, or details using background knowledge. No use of concluding statement, introduction, or body. Students can complete a graphic organizer but unable to transfer into paragraph form.</p>
1	No understanding of the standard is demonstrated.

Topic: Writing	
	<p>Description: (3.W.3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: Provide a conclusion that follows from the narrated events or use concrete words, phrases, and sensory details.</p>
3	<p>The student will:</p> <ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thought, and feeling to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. e. Transfer writing from a graphic organizer, template or notes into a written piece.
2	<ul style="list-style-type: none"> • The student will recognize or recall specific vocabulary, such as: narrative, narrator, sequence, detail, introduction, conclusion, phrases, character, dialogue, event, graphic organizer <p>The student will perform basic processes, such as: choosing a topic, develop facts, or definitions, or details using background knowledge. No use of concluding statement. Can complete graphic organizer but doesn't transfer information into story format.</p>
1	No understanding of the standard is demonstrated.

Notes:

Topic: Writing	
	Description: (W.3.10) Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
4	N/A
3	<p>The student will:</p> <ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons. Choose words and phrases for effect. <ul style="list-style-type: none"> a. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each function to create meaning. b. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. c. Form and use the simple verb tenses. d. Ensure subject verb and pronoun antecedent agreement when writing e. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified f. Use coordinating and subordinating conjunctions g. Produce simple, compound, and complex sentences
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • The student will perform basic processes, such as: abstract, adjective, adverb, comparative, convention, coordinating conjunction, grammar, irregular, modify, noun, plural, pronoun, pronoun-antecedent agreement, regular, sentence, simple verb tense, subject-verb agreement, subordinating conjunction, superlative, usage, verb <ul style="list-style-type: none"> a. Identifies nouns, pronouns, verbs, adjectives, and adverbs in isolation. b. Identifies regular and irregular plural nouns in isolation. c. Identifies reflective and abstract nouns in isolation. d. Identifies regular and irregular verbs in isolation. e. Form verb tenses in isolation. f. Identifies subject - verb and pronoun - antecedent agreement correctly in isolation. g. Identifies comparative and superlative adjectives and adverbs in isolation. h. Identifies coordinating and subordinating conjunctions in isolation. i. Identifies simple, compound, and complex sentences in isolation.
1	No understanding of the standard is demonstrated.

Topic: Writing	
	Description: (W.3.11) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4	N/A
3	<p>The student will: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate titles b. Use commas in addresses c. Use commas and quotations in dialogue d. Form and use possessives e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. f. Use spelling patterns and generalizations when writing words g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.
2	<p>The student will recognize or recall specific vocabulary, such as: address, capitalize, comma, convention, dialogue, possessive, quotation mark, title</p> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> a. Capitalizes the start of the sentence, holidays. b. Identifies commas used correctly in an address. c. Identifies commas and quotations correctly in dialogue. d. Identifies when possessives are correctly used in isolation.
1	No understanding of the standard is demonstrated.