

Third Grade Priority Standards and Rubrics

Domain: Reading Information	
Standard RI.3.1	RI.3.1 .Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (DOK 1,2,3)
PPD	Ask and answer questions to demonstrate understanding of a text
Standard Proficiency Rubric: To be marked on report card. 3- Meets or Exceeds EOY expectations Answers questions citing specific information from the text AND able to ask at least three relevant questions directly related to the text 2- Shows progress to meet EOY expectations Can successfully complete a portion of the standard, but not to the level listed above. 1-Shows progress yet far from EOY expectations or shows limited progress Unable to answer questions or cite information from the text and/or cannot ask relevant questions related to the text.	
Domain: Reading Information	
Standard RI.3.9	Ri.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic. (DOK 3)
PPD	Compare and contrast two texts on the same topic
Standard Proficiency Rubric: To be marked on report card. 3- Meets or Exceeds EOY expectations Able to compare and contrast important information and key details between two nonfiction texts 2- Shows progress to meet EOY expectations Can compare OR contrast important information and key details between two nonfiction texts 1- Shows progress yet far from EOY expectations or shows limited progress Unable to compare or contrast.	
Reading Literature	
Standard RL.3.3	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (DOK 1,2,3)
PPD	Describe characters and explain how actions contribute to the sequence of events

Standard Proficiency Rubric: To be marked on report card.

3- Meets or Exceeds EOY expectations

Describe a character's thoughts and words and how their actions impact the sequence of events in the story.

2- Shows progress to meet EOY expectations

Describe a character's thoughts and words but unable to explain how their actions impact the sequence of events

1- Shows progress yet far from EOY expectations or shows limited progress

Unable to describe the character's thoughts or sequence of events.

Domain: Writing

W.3.2

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- 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 of information.

Provide a concluding statement or section. **(DOK 3, 4)**

PPD

Write informative/explanatory texts

Standard Proficiency Rubric: To be marked on report card.

3- Meets or Exceeds EOY expectations

Write informative/explanatory texts that includes all of the following

- Introduces a topic
- Organized
- Develops the topic with facts, definitions and details.
- Uses linking words and phrases
- Provides a concluding statement or section.

2- Shows progress to meet EOY expectations

Can successfully complete a portion of the standard, but not to the level listed above.

1- Shows progress yet far from EOY expectations or shows limited progress

Unable to write an informative/explanatory text.

Domain: Writing

W.3.3

W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

	<p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>(DOK 3, 4)</p>
PPD	Write narratives (technique, descriptive details, and clear event sequence)
Standard Proficiency Rubric: To be marked on report card.	
<p>3- Meets or Exceeds EOY expectations Writes a narrative which includes all of the following:</p> <ul style="list-style-type: none"> ● Establishes a situation and introduce a narrator and/or characters ● Organize and event sequence that unfolds naturally ● Use dialogue and descriptions of actions, thoughts, and feelings ● Use temporal words and phrases to signal event order ● Provide a sense of closure. <p>2- Shows progress to meet EOY expectations Can successfully complete a portion of the standard, but not all of the bulleted skills listed above.</p> <p>1- Shows progress yet far from EOY expectations or shows limited progress Unable to write a narrative.</p>	
Domain: Language	
Standard L.3.1	<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences. (DOK 1,2)</p>
Standard L.3.2	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p>

	<p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (DOK 1)</p>
Standard L.3.4	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases. (DOK 1,2,3)</p>
PPD	Demonstrate mastery of <i>Third Grade</i> language skills (See supporting checklist)
<p>Standard Proficiency Rubric: To be marked on report card. <i>(L.3.1, L.3.2, L.3.4 are to be recorded together as one standard)</i></p> <p>3- Meets or Exceeds EOY expectations</p> <ul style="list-style-type: none"> • Demonstrates 18-20 out of 20 skills on the supporting checklist. <p>2- Shows progress to meet EOY expectations</p> <ul style="list-style-type: none"> • Demonstrates 14-17 out of 20 skills on the supporting checklist. <p>1- Shows progress yet far from EOY expectations or shows limited progress</p> <ul style="list-style-type: none"> • Demonstrates 13 or fewer skills on the supporting checklist. 	
Domain: Reading Foundations	
Standard RF.3.3	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words. (DOK 1)</p>

Standard RF.3.4	RF.3.4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (DOK 1,3)
PPD	Demonstrate mastery of <i>Third Grade</i> foundational reading skills (See supporting checklist)
<p style="text-align: center;">Standard Proficiency Rubric: To be marked on report card. (R.F.3.3-3.4 are to be recorded together as one standard)</p> <p>3- Meets or Exceeds EOY expectations</p> <ul style="list-style-type: none"> ● Demonstrates 6-7 out of 7 skills on the supporting checklist. <p>2- Shows progress to meet EOY expectations</p> <ul style="list-style-type: none"> ● Demonstrates 4-5 out of 7 skills on the supporting checklist. <p>1- Shows progress yet far from EOY expectations or shows limited progress</p> <ul style="list-style-type: none"> ● Demonstrates 3 or fewer skills on the supporting checklist. 	
Domain: Speaking and Listening	
Standard SL.3.4	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (DOK 1,2,3,4)
PPD	Report on a topic or text, tell a story, or recount an experience
<p style="text-align: center;">Standard Proficiency Rubric: To be marked on report card.</p> <p>3- Meets or Exceeds EOY expectations Report on a topic or text, tell a story, or recount an experience. To achieve a 3, they must be able to demonstrate ALL of the following:</p> <ul style="list-style-type: none"> ● appropriate and relevant facts ● descriptive details ● speaking clearly ● Speaking at an understandable pace <p>2- Shows progress to meet EOY expectations Can successfully complete a portion of the standard, but not all of the bulleted skills listed above.</p> <p>1- Shows progress yet far from EOY expectations or shows limited progress Unable to complete any of the skills within any context of speaking (report, story, recount of an experience).</p>	
Reading Proficiency	

Standard RL.3.10, RI.3.10	RL/RI.3.10. Read and comprehend grade level texts independently and proficiently
PPD	Read and comprehend grade level texts independently and proficiently
<p style="text-align: center;">Standard Proficiency Rubric: To be marked on report card</p> <p>3- Meets or Exceeds EOY expectations Proficient on CBM <u>end of year</u> expectations AND can comprehend grade level text.</p> <p>2- Shows progress to meet EOY expectations Proficient on CBM <u>current benchmark</u> expectations AND can comprehend grade level text.</p> <p>1- Shows progress yet far from EOY expectations or shows limited progress Below proficiency on CBM <u>current benchmark</u> expectations OR does not comprehend grade level text.</p>	