

**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 word from –y to –ies to make a plural).

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
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 word from –y to –ies to make a plural).
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding demonstrated.

Required vocabulary: consonants, blends, plural

Reading Foundations: Phonics

3.RF.4.6

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).

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	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).
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding demonstrated.

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

**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	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Orally read grade-level appropriate or higher text smoothly and accurately, with expression that connotes comprehension at the independent level.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding demonstrated.

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

Reading Literature: Key Ideas and 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	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Ask and answer questions to demonstrate understanding of referring explicitly to the text as the basis for the answers.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding demonstrated.

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

**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	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding 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	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Distinguish personal point of view from that of the narrator or those of the characters.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding demonstrated.

Required Vocabulary: point of view, narrator, character

**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	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
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).
2	The student will be to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding demonstrated.

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

Reading Nonfiction: Key Ideas and 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	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers..
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding demonstrated.

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

**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	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Determine the main idea of a text; recount the key details and explain how they support the main idea.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding 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	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding 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	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Identify how a non-fiction text can be structured to indicate a problem and solution or to put events in chronological order.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding 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	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Distinguish between fact and opinion; explain how an author of a text uses reasons and facts to support the specific points in a text.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding demonstrated.

Required vocabulary: fact, opinion, author, support

**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	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	The student will be able to compare and contrast the most important points and key details presented in two texts on the same topic.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding 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	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
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	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding demonstrated.

Required vocabulary: context clues, text features

**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	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
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	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding 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	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
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	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding demonstrated.

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

**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	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding demonstrated.

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