

Grading Benchmarks – Grade Three

Language Arts Reading Literature

Reads grade level text with accuracy, fluency and comprehension. (RF. 3.4, RL3.10, RI3.10)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|--|--|--|--|
| 1 | <ul style="list-style-type: none"> Reads slowly and inaccurately with little or no expression. (Below F&P Instructional Level M) Unable to apply learned reading strategies | <ul style="list-style-type: none"> Reads some words accurately with some expression with below level texts. May not heed punctuation. (F&P Instructional Level M) With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text | <ul style="list-style-type: none"> Independently and consistently reads most words accurately, with high fluency and expression, on grade level. (F&P Instructional Level N) Independently and consistently applies learned reading strategies to a variety of texts | <ul style="list-style-type: none"> Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation (F&P Instructional Level O) Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level |
| 2 | <ul style="list-style-type: none"> Reads slowly and inaccurately with little or no expression. (Below F&P Instructional Level N) Unable to apply learned reading strategies | <ul style="list-style-type: none"> Reads most words accurately with some expression with below level texts. Heeds punctuation most of the time. (F&P Instructional Level N) With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text | <ul style="list-style-type: none"> Independently and consistently reads most words accurately, with high fluency and expression, on grade level. Heeds punctuation. (F&P Instructional Level O) Independently and consistently applies learned reading strategies to a variety of texts | <ul style="list-style-type: none"> Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation. (F&P Instructional Level P) Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level |
| 3 | <ul style="list-style-type: none"> Reads slowly and inaccurately with little or no | <ul style="list-style-type: none"> Reads most words accurately with some expression with below level texts. Heeds | <ul style="list-style-type: none"> Independently and consistently reads most words accurately, with high fluency | <ul style="list-style-type: none"> Independently and consistently reads all words accurately with high fluency and expression |

| | | | | |
|--|--|---|--|--|
| | <p>expression. (Below F&P Instructional Level O)</p> <ul style="list-style-type: none"> • Unable to apply learned reading strategies | <p>Punctuation most of the time. (F&P Instructional Level O)</p> <ul style="list-style-type: none"> • With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text | <p>and expression, on grade level. Heeds punctuation. (F&P Instructional Level P)</p> <ul style="list-style-type: none"> • Independently and consistently applies learned reading strategies to a variety of texts | <p>with above grade level texts. Heeds all punctuation. (F&P Instructional Level Q)</p> <ul style="list-style-type: none"> • Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level. |
|--|--|---|--|--|

Asks and answers questions citing textual evidence. (RL.3.1)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|---|---|--|--|
| ALL | <p>Student demonstrates little or no understanding of what has been read. The student is unable to:</p> <ul style="list-style-type: none"> • Ask and answer questions (who, what, when, why, and how) concerning key details in a literary text. • Demonstrates understanding of the text. • Refer explicitly to the text when answering questions | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Ask and answer questions (who, what, when, why, and how) concerning key details in a literary text. • Demonstrates understanding of the text. • Refer explicitly to the text when answering questions | <ul style="list-style-type: none"> • Student asks and answer questions (who, what, when, why, and how) concerning key details in a literary text. • Student demonstrates understanding of the text. • Student is able to refer explicitly to the text when answering questions. | <p>Student asks and answer questions concerning key details in a literary text with an above grade-level text. They are able to:</p> <ul style="list-style-type: none"> • Ask and answer questions (who, what, when, why, and how) concerning key details in a literary text. • Demonstrates understanding of the text. • Refer explicitly to the text when answering questions |

Recounts stories to demonstrate understanding of the central message, lesson or moral. (RL. 3.2)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|---|--|--|--|
| 1 | <p>Even with prompting and support the student is unable to:</p> <ul style="list-style-type: none"> Identify the main characters and the setting of the story. Identify and explain the major events of the story. Recount stories and describes overall structure of the story including beginning, middle and end | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Identify the main characters and the setting of the story. Identify and explain the major events of the story. Recount stories and describes overall structure of the story including beginning, middle and end | <p>The student is able to independently and consistently:</p> <ul style="list-style-type: none"> Identify the main characters and the setting of the story. Identify and explain the major events of the story. Recount stories and describes overall structure of the story including beginning, middle and end | <p>Independently and consistently in above grade level text, the student is able to:</p> <ul style="list-style-type: none"> Identify the main characters and the setting of the story. Identify and explain the major events of the story. Recount stories and describes overall structure of the story including beginning, middle and end |
| 2 | <p>Even with prompting and support the student is unable to:</p> <ul style="list-style-type: none"> Identify the main characters and the setting of the story. Identify and explain the major events of the story. Recount stories and describes overall structure of the story including beginning, middle and end Identify the theme, lesson, or moral of a story | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Identify the main characters and the setting of the story. Identify and explain the major events of the story. Recount stories and describes overall structure of the story including beginning, middle and end Identify the theme, lesson, or moral of a story | <p>The student is able to independently and consistently:</p> <ul style="list-style-type: none"> Identify the main characters and the setting of the story. Identify and explain the major events of the story. Recount stories and describes overall structure of the story including beginning, middle and end Identify the theme, lesson, or moral of a story | <p>Independently and consistently in above grade level text, the student is able to:</p> <ul style="list-style-type: none"> Identify the main characters and the setting of the story. Identify and explain the major events of the story. Recount stories and describes overall structure of the story including beginning, middle and end Identify the theme, lesson, or moral of a story |
| 3 | <p>Even with prompting and support the student is unable to:</p> <ul style="list-style-type: none"> Unable to identify theme of a story | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> identify the theme of a story to recount story elements | <p>With little or no prompting the student can:</p> <ul style="list-style-type: none"> Identify the theme, lesson, or moral of a story using key details from the text | <ul style="list-style-type: none"> Independently and consistently identifies the theme of a story with above grade level texts |

| | | | | |
|--|---|--|---|--|
| | <ul style="list-style-type: none"> • Little or no understanding of story structure; limited or no ability to recount stories | | <ul style="list-style-type: none"> • Independently and consistently recount stories and describes overall structure of the story including beginning, middle and end | <ul style="list-style-type: none"> • Independently and consistently retells stories with above grade level text and describes overall |
|--|---|--|---|--|

Describes story elements (Characters, setting, plot, point of view) using textual evidence. (RL. 3.3)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|---|---|---|---|
| 1 | <p>Even with prompting and support the student is:</p> <ul style="list-style-type: none"> • Unable to make connections, makes inaccurate or incomplete inferences about characters, setting, and events using text clues and illustrations. • Unable to identify basic relationships between characters | <p>Student requires prompting and support to:</p> <ul style="list-style-type: none"> • Use background knowledge to make meaningful connections, inferences about characters, setting, and events using text clues and illustrations • Draw conclusions from relationships between characters | <p>Independently and consistently uses background knowledge to:</p> <ul style="list-style-type: none"> • Make meaningful connections, inferences about characters, setting, and events using text clues and illustrations • Draws conclusions from relationships between characters | <ul style="list-style-type: none"> • Independently and consistently uses background knowledge to make meaningful connections with above grade-level text. • Makes sophisticated inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters with a above grade-level text. |
| 2 | <p>Even with prompting and support the student is:</p> <ul style="list-style-type: none"> • Unable to use background knowledge to make meaningful connections, inferences about characters, setting, and events using text clues and illustrations • Unable to draw conclusions from relationships between characters • Determine the point of view of the characters. | <p>Student requires prompting and support to:</p> <ul style="list-style-type: none"> • Use background knowledge to make meaningful connections, inferences about characters, setting and events using text clues and illustrations • Draw conclusions from relationships between characters • Determine the point of view of the characters. | <p>Independently and consistently uses background knowledge to:</p> <ul style="list-style-type: none"> • Make meaningful connections, inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters • Describes the characters in a story (motivation, traits, feelings) • Describes how their actions contribute to the plot. | <ul style="list-style-type: none"> • Independently and consistently uses background knowledge to make meaningful connections with an above grade-level text. • Makes sophisticated inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters with above grade-level text. • Determine the point of view of the characters. |

| | | | | |
|---|--|---|---|--|
| | | | <ul style="list-style-type: none"> Determine the point of view of the characters. | |
| 3 | <p>Even with prompting and support the student is unable to:</p> <ul style="list-style-type: none"> Use background knowledge to make meaningful connections, inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters Describes the characters in a story (motivation, traits, feelings) Describes how their actions contribute to the plot. Consistently compare and/or contrast two or more characters/event using details/illustrations Compare the reader's point of view with the author's point of view. | <p>Student requires prompting and support to:</p> <ul style="list-style-type: none"> Use background knowledge to make meaningful connections, inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters Describes the characters in a story (motivation, traits, feelings) Describes how their actions contribute to the plot. Consistently compare and/or contrast two or more characters/event using details/illustrations Compare the reader's point of view with the author's point of view. | <p>Independently and consistently the student is able to:</p> <ul style="list-style-type: none"> Use background knowledge to make meaningful connections, inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters Describe the characters in a story (motivation, traits, feelings) Describe how their actions contribute to the plot. Compare and/or contrast two or more characters/event using details/illustrations. Compare the reader's point of view with the author's point of view. | <ul style="list-style-type: none"> Independently and consistently uses background knowledge to make meaningful connections with a above grade-level text. Makes sophisticated inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters with above grade-level text. Consistently compares and/or contrasts two or more characters or events with a above grade level text. Compare the reader's point of view with the author's point of view. |

Reading Informational Text

Asks and answers questions citing textual evidence. (RI. 3.1)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|---------------|-----------------------|-----------------|-------------------|
|-----------|---------------|-----------------------|-----------------|-------------------|

| | | | | |
|------------|---|--|--|---|
| ALL | Requires teacher prompting and support to ask or answer questions concerning key details in an informational text. May be able to ask/answer literal (who, what, where) and need support for more inferential questions/answers concerning why and how. | Independently asks and answers who, what, when, why and how questions concerning key details in an informational text. | Independently asks and answers complex inferential questions, makes connections to background knowledge to demonstrate understanding of text and is able to refer explicitly to the text for the basis of their answers. | Student independently asks and answers complex inferential questions, makes connections to background knowledge to demonstrate understanding of above grade level text and is able to refer explicitly to the text for the basis of their answers. |
|------------|---|--|--|---|

Determines the main idea and key details. (RI.3.2)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|------------------|--|--|--|--|
| ALL | <p>Demonstrates little or no understanding of the main purpose of a given text, or the purpose of reading a given text.</p> <ul style="list-style-type: none"> Cannot identify the main idea Unable to describe how reasons support specific points an author makes in a text by recounting key details and explaining how they support the main idea. | <p>Requires teacher prompting or support to:</p> <ul style="list-style-type: none"> Identify the main topic of an informational text, including what the author wants to answer, explain or describe. Describes how reasons support specific points an author makes in a text by recounting key details and explaining how they support the main idea. | <ul style="list-style-type: none"> Independently identifies the main topic of an informational text, as well as the focus of specific paragraphs within the text. Describes how reasons support specific points an author makes in a text by recounting key details and explaining how they support the main idea. | <ul style="list-style-type: none"> Independently identifies main topic of an informational text, as well as the focus of specific paragraphs within above grade level text Describes how reasons support specific points an author makes in a text by recounting key details and explaining how they support the main idea. |

Utilize text features to demonstrate understanding. (RI. 3.5, RI 3.7)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|------------------|---|---|--|--|
| ALL | <ul style="list-style-type: none"> Beginning to differentiate between fiction and nonfiction text. With the support and prompting of teacher, | <ul style="list-style-type: none"> With prompting, differentiates between fiction and nonfiction text. With prompting, identifies and understands how text features | <ul style="list-style-type: none"> Independently and consistently differentiates between fiction and nonfiction text, using text features to gain information | <ul style="list-style-type: none"> Independently and consistently differentiates between fiction and nonfiction text, using text features to gain information |

| | | | | |
|--|---|---|--|--|
| | <p>identifies and understand how text features are used to make meaning</p> <ul style="list-style-type: none"> • With the support and prompting of teacher, uses text features to locate key facts and how specific images contribute to and clarify text. | <p>are used to make meaning (including captions, bold print, illustrations, charts and graphs).</p> <ul style="list-style-type: none"> • Independently knows and uses text feature to locate key facts and how specific images contribute to and clarify text. | <ul style="list-style-type: none"> • Independently and consistently references (verbal or written) text features to explain meaning of the text. • Independently integrates informational images and text to draw conclusions. | <ul style="list-style-type: none"> • Independently and consistently references (verbal or written) text features to explain meaning of the above level texts • Independently integrates informational images and text to draw conclusions in above level texts |
|--|---|---|--|--|

Identifies and explains the relationship between events, ideas, and concepts. (RI 3.3)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|---|--|---|---|
| 1 | Not Assessed at this time | | | |
| 2 | <p>Even with prompting and support the student is unable to:</p> <ul style="list-style-type: none"> • Closely read text to determine important events, ideas or concepts • Identify words that signify time order, sequence, and cause/effect | <p>With prompting and support the student is able to:</p> <ul style="list-style-type: none"> • Closely read text to determine important events, ideas or concepts • Identify words that signify time order, sequence, and cause/effect | <p>The student is able to:</p> <ul style="list-style-type: none"> • Closely read text to determine important events, ideas or concepts • Identify words that signify time order, sequence, and cause/effect | <p>Student independently and consistently:</p> <ul style="list-style-type: none"> • Closely read in above grade level text to determine important events, ideas or concepts • Identify words that signify time order, sequence, and cause/effect in above grade level text. |
| 3 | <p>Even with prompting and support the student is unable to:</p> | <p>With prompting and support the student is able to:</p> <ul style="list-style-type: none"> • Closely read text to determine important events, ideas or concepts | <p>The student is able to:</p> <ul style="list-style-type: none"> • Closely read text to determine important events, ideas or concepts | <p>Student independently and consistently:</p> <ul style="list-style-type: none"> • Closely read in above grade level text to |

| | | | | |
|--|---|---|---|---|
| | <ul style="list-style-type: none"> • Closely read text to determine important events, ideas or concepts • Identify words that signify time order, sequence, and cause/effect • Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect • Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas | <ul style="list-style-type: none"> • Identify words that signify time order, sequence, and cause/effect • Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect • Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas | <ul style="list-style-type: none"> • Identify words that signify time order, sequence, and cause/effect • Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect • Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas | <p>determine important events, ideas or concepts</p> <ul style="list-style-type: none"> • Identify words that signify time order, sequence, and cause/effect in above grade level text. • Explain how historical events, scientific ideas or “how to” procedures are related in above grade level text by analyzing the sequence of events and the cause and effect • Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas |
|--|---|---|---|---|

Foundational Skills

Know and apply grade-level phonics and word analysis skills to decode words (RF 3.3)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|---|--|--|--|
| ALL | <p>Even with prompting and support the student is unable to:</p> <ul style="list-style-type: none"> • Know and apply on grade-level phonics and word analysis skills in decoding and encoding words. | <p>Student inconsistently:</p> <ul style="list-style-type: none"> • Knows and applies on grade-level phonics and word analysis skills in decoding and encoding words. | <p>Student consistently:</p> <ul style="list-style-type: none"> • Knows and applies on grade-level phonics and word analysis skills in decoding and encoding words. | <p>Student independently and consistently:</p> <ul style="list-style-type: none"> • Knows and applies above grade-level phonics and word analysis skills in decoding and encoding words. |

| | | | | |
|--|--|--|--|---|
| | <ul style="list-style-type: none"> ● Identify and know the meaning of the most common prefixes and derivational suffixes. ● Decode words with common Latin suffixes. ● Decode multisyllable words. ● Read grade appropriate irregularly spelled words. | <ul style="list-style-type: none"> ● Identifies and knows the meaning of the most common prefixes and derivational suffixes. ● Decodes words with common Latin suffixes. ● Decodes multisyllable words. ● Reads grade appropriate irregularly spelled words. | <ul style="list-style-type: none"> ● Identifies and knows the meaning of the most common prefixes and derivational suffixes. ● Decodes words with common Latin suffixes. ● Decodes multisyllable words. ● Reads grade appropriate irregularly spelled words. | <ul style="list-style-type: none"> ● Identifies and knows the meaning of the most common prefixes and derivational suffixes in above grade level words. ● Decodes above grade level words with common Latin suffixes. ● Decodes multisyllable above grade level words. ● Reads above grade level irregularly spelled words. |
|--|--|--|--|---|

Writing / Language

Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) (L3.2f)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|---|--|--|---|
| All | <ul style="list-style-type: none"> ● Displays partial mastery of weekly spelling tests ● Numerous spelling errors that detract from meaning ● Does not spell high frequency words correctly ● Does not attempt to spell untaught words through application of phonic skills and spelling strategies | <ul style="list-style-type: none"> ● Display partial mastery of weekly spelling tests ● Patterns of spelling errors that begin to interfere with meaning ● Attempts to spell high frequency words correctly ● Attempts to spell untaught words with lack of phonemic awareness and spelling strategies ● Demonstrates limited command of conventions of | <ul style="list-style-type: none"> ● Demonstrates command of conventions spelling at an appropriate level of complexity. ● Consistently masters weekly spelling tests with 90% -95% accuracy ● Applies spelling patterns; some errors do not interfere with meaning | <ul style="list-style-type: none"> ● Consistently masters weekly spelling tests with 100% accuracy ● Transfers spelling patterns; few errors do not interfere with meaning & attempts to use spelling patterns for complex words ● Spells high frequency words correctly ● Spells untaught words phonetically with minimal errors |

| | | | | |
|--|---|--|---|---|
| | <ul style="list-style-type: none"> • Demonstrates little to no command of conventions of spelling • Frequent and varied errors in spelling impede understanding | spelling at an appropriate level of complexity. <ul style="list-style-type: none"> • Errors in spelling often impede understanding. | <ul style="list-style-type: none"> • Spells most high frequency words correctly • Attempts to spell untaught words phonetically | <ul style="list-style-type: none"> • Demonstrates full command of conventions spelling at an above grade level complexity. • There are virtually no spelling errors in written work and on assessments. |
|--|---|--|---|---|

Understands and applies the conventions of writing. (L.3.1 and L.3.2)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|------------------|--|--|---|--|
| 1 | With prompting and support the student rarely applies grade-level mechanics of capitalization, punctuation, grammar and is rarely able to: <ul style="list-style-type: none"> • Use parts of speech including singular, plural and abstract nouns, adverbs, and adjectives • Use end punctuation in writing • Write simple sentences • Capitalize at the beginning of sentences. | With prompting and support the student applies grade-level mechanics of capitalization, punctuation, grammar and is able to: <ul style="list-style-type: none"> • Use parts of speech including singular, plural and abstract nouns, adverbs, and adjectives • Use end punctuation in writing • Write simple sentences • Capitalize at the beginning of sentences. | Student applies grade-level mechanics of capitalization, punctuation, grammar and is able to: <ul style="list-style-type: none"> • Use parts of speech including singular, plural and abstract nouns, adverbs, and adjectives • Use end punctuation in writing • Write simple sentences • Capitalize at the beginning of sentences. • Student is able to write name and individual letters in cursive. | Student consistently applies above grade level conventions of grammar and usage. |

| | | | | |
|---|---|---|--|---|
| | <ul style="list-style-type: none"> • Student rarely writes individual letters and names in cursive. | <ul style="list-style-type: none"> • Student is able to write name and most individual letters in cursive. | | |
| 2 | <p>Student rarely applies grade level grammar and usage as listed in 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Use parts of speech including pronouns and correctly conjugated verbs • Write compound sentences using coordinates • Use precise vocabulary (synonyms) • Capitalize proper nouns, dates, holidays • Use verb tenses correctly • Correctly use pronoun – antecedent agreement • Use commas in a series between city and state and between day and year • Uses quotation marks correctly • Student is able to write name and most individual letters in cursive. | <p>Student is beginning to apply grade level grammar and usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Use parts of speech including pronouns and correctly conjugated verbs • Write compound sentences using coordinates • Use precise vocabulary (synonyms) • Capitalize proper nouns, dates, holidays • Use verb tenses correctly • Correctly use pronoun – antecedent agreement • Use commas in a series between city and state and between day and year • Uses quotation marks correctly • Student is able to write name and individual letters in cursive. | <p>Student applies grade-level mechanics of capitalization, punctuation, and grammar as listed in the 1st Trimester plus the student is able to:</p> <ul style="list-style-type: none"> • Use parts of speech including pronouns and correctly conjugated verbs • Write compound sentences using coordinates • Use precise vocabulary (synonyms) • Capitalize proper nouns, dates, holidays • Use verb tenses correctly • Correctly use pronoun – antecedent agreement • Use commas in a series between city and state and between day and year • Uses quotation marks correctly • Student is able to correctly write words in cursive | <p>Student consistently applies above grade level conventions of grammar and usage.</p> |
| 3 | <p>Student rarely applies grade level grammar and usage as listed in 1st and 2nd Trimesters, plus:</p> | <p>Student is beginning to apply grade level grammar and usage as listed in the 1st and 2nd Trimesters, plus:</p> | <p>Student applies grade-level mechanics of capitalization, punctuation, and grammar as</p> | <p>Student consistently applies above grade level conventions of grammar and usage.</p> |

| | | | | |
|--|---|--|--|--|
| | <ul style="list-style-type: none"> • Write complex sentences • Correctly use and punctuate dialogue in writing • Capitalize titles correctly • Use subject verb agreement • Use apostrophes in contractions and possessives • Uses regular and irregular verbs • Forms and uses comparative and superlative adjectives and adverbs correctly • Student is able to write name and individual letters in cursive. | <ul style="list-style-type: none"> • Write complex sentences • Correctly use and punctuate dialogue in writing • Capitalize titles correctly • Use subject verb agreement • Use apostrophes in contractions and possessives • Uses regular and irregular verbs • Forms and uses comparative and superlative adjectives and adverbs correctly • Student is able to correctly write words in cursive | <p>listed in the 1st and 2nd Trimesters plus the student is able to:</p> <ul style="list-style-type: none"> • Write complex sentences • Correctly use and punctuate dialogue in writing • Capitalize titles correctly • Use subject verb agreement • Use apostrophes in contractions and possessives • Uses regular and irregular verbs • Forms and uses comparative and superlative adjectives and adverbs correctly • Students consistently writes words and sentences correctly in cursive. | |
|--|---|--|--|--|

Develops and strengthens writing as needed by planning, revising, and editing. (W3.4, W3.5, W3.6)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|---|--|--|--|
| ALL | <ul style="list-style-type: none"> • Unable to follow the steps in the writing process. • With teacher prompting and support (modeling, graphic organizers, conferences) is unable to edit and revise own work. | <ul style="list-style-type: none"> • With teacher prompting and support, follows the steps of the writing process. Produces published work with some errors. Does not incorporate some feedback from peers/teachers. • Requires teacher prompting and support to edit and revise own work. Unable to peer edit | <ul style="list-style-type: none"> • Follows steps of the writing process. Produces published work with minimal errors. Incorporates some feedback from peers/teachers. • Begins to edit and revise own work. Can contribute to peer editing | <ul style="list-style-type: none"> • Follows steps of the writing process. Produces published work with almost no errors. Effectively incorporates some feedback from peers/teachers. • Independently and consistently can edit and revise own work. Discusses feedback effectively with peers |

Publishes a writing piece with the correct structure and characteristics of a particular genre. (W3.1, W3.2, W3.3)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|------------------------------|--|---|--|--|
| 1 Personal Narratives | <ul style="list-style-type: none"> • With teacher support and prompting, writes narratives to develop real experiences or event using effective technique, descriptive details, and clear event sequences. • Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use temporal words and phrases to signal event order. • Provide a sense of closure. | <ul style="list-style-type: none"> • With teacher support, writes narratives to develop real experiences or event using effective technique, descriptive details, and clear event sequences. • Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use temporal words and phrases to signal event order. • Provide a sense of closure | <ul style="list-style-type: none"> • Independently writes narratives to develop real experiences or event using effective technique, descriptive details, and clear event sequences. • Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use temporal words and phrases to signal event order. • Provide a sense of closure. | <ul style="list-style-type: none"> • Independently and consistently writes narratives to develop real experiences or event using effective technique, descriptive details, and clear event sequences. • Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use temporal words and phrases to signal event order. • Provide a sense of closure |
| 2 Informational & Opinion | <ul style="list-style-type: none"> • With teacher support and prompting, writes informative texts to examine a topic and convey ideas and information clearly. • Introduces a topic and group related information together; include illustrations when | <ul style="list-style-type: none"> • With teacher support, texts to examine a topic and convey ideas and information clearly. • Introduces a topic and group related information together; include illustrations when useful to aiding comprehension. • Develops the topic with facts, definitions, and details. | <ul style="list-style-type: none"> • Independently write informative texts to examine a topic and convey ideas and information clearly. Introduces a topic and group related information together; include illustrations when useful to aiding comprehension. | <ul style="list-style-type: none"> • Independently and consistently, write informative texts to examine a topic and convey ideas and information clearly. Introduces a topic and group related information together; include illustrations when |

| | | | | |
|---|---|--|--|---|
| | <p>useful to aiding comprehension.</p> <ul style="list-style-type: none"> • Develops the topic with facts, definitions, and details. • Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. • Provides a concluding statement or section. • With teacher support and prompting, writes opinion pieces on topics or texts to support a point of view with reasons. • Introduces the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provides reasons that support the opinion. • Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. • Provides a concluding statement or section | <ul style="list-style-type: none"> • Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. • Provides a concluding statement or section. • With teacher support, writes opinion pieces on topics or texts to support a point of view with reasons. • Introduces the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provides reasons that support the opinion. • Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. • Provide a concluding statement or section. | <ul style="list-style-type: none"> • Develops the topic with facts, definitions, and details. • Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. • Provides a concluding statement or section. • Independently writes opinion pieces on topics or texts to support a point of view with reasons. • Introduces the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provides reasons that support the opinion. • Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. • Provide a concluding statement or section. | <p>useful to aiding comprehension.</p> <ul style="list-style-type: none"> • Develops the topic with facts, definitions, and details. • Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. • Provides a concluding statement or section. • Independently and consistently writes opinion pieces on topics or texts to support a point of view with reasons. • Introduces the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provides reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. • Provide a concluding statement or section. |
| 3 | <ul style="list-style-type: none"> • With teacher support and prompting, writes narratives | <ul style="list-style-type: none"> • With teacher support, writes narratives to develop real or imagined experiences or | <ul style="list-style-type: none"> • Independently writes narratives to develop real or imagined experiences or events | <ul style="list-style-type: none"> • Independently and consistently writes narratives to develop real or |

| | | | | |
|--|--|---|--|---|
| <p>Fairy Tales & Realistic Fiction</p> | <p>to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. | <p>events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. | <p>using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. | <p>imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. |
|--|--|---|--|---|

Acquires and uses grade level academic and content specific vocabulary in reading. (RL3.4; RI 3.4; L3.4)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|---------------|-----------------------|-----------------|-------------------|
|-----------|---------------|-----------------------|-----------------|-------------------|

| | | | | |
|-------------------|--|---|--|--|
| <p>ALL</p> | <ul style="list-style-type: none"> • Unable to use vocabulary strategies to determine the meaning of new words. • Unable to read learned vocabulary in reading | <ul style="list-style-type: none"> • With teacher support or prompting, can use vocabulary strategies to determine the meaning of new words. • Can read learned vocabulary accurately with limited or inconsistent understanding of the words | <ul style="list-style-type: none"> • Independently and consistently uses vocabulary strategies to determine the meaning of new words • Independently and consistently reads learned vocabulary accurately and understands the meaning of the words | <ul style="list-style-type: none"> • Independently and consistently uses a variety of vocabulary strategies to determine the meaning of higher level vocabulary words. • Independently and consistently reads learned vocabulary accurately and understands the meaning of the words. Uses context clues to determine the meaning of new words |
|-------------------|--|---|--|--|

Mathematics

Operations and Algebraic Thinking

1. Solves problems involving multiplication (3.OA.A.1 ; 3.OA.A.2; 3.OA.A.3 ; 3.OA.A.4 ; 3.OA.B.5 ; 3.OA.C.7)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|---|--|--|--|
| 1 | <p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> • Interpreting models and solving problems involving multiplication concepts. • Understanding the relationship between multiplication and division. • Fluently multiplying within 100. | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Interpret models and solves problems involving multiplication concepts. • Understand the relationship between multiplication and division. • Fluently multiple within 100. | <p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Interprets models and solves problems involving multiplication concepts. • Understands the relationship between multiplication and division. • Fluently multiples within 100. | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Interpreting models and solves problems involving multiplication concepts. |

| | | | | |
|---|--|---|---|---|
| | <ul style="list-style-type: none"> Using multiplication to solve word problems. Determining the unknown whole number in an equation. Understanding properties of multiplication. | <ul style="list-style-type: none"> Use multiplication to solve word problems. Determine the unknown whole number in an equation. Understand properties of multiplication. | <ul style="list-style-type: none"> Uses multiplication to solve word problems. Determines the unknown whole number in an equation. Understands properties of multiplication. | <ul style="list-style-type: none"> Understanding the relationship between multiplication and division. Fluently multiplying within 100. Using multiplication to solve word problems. Determining the unknown whole number in an equation. Understanding properties of multiplication. |
| 2 | <p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> Fluently multiplies within 100 from memory. Use multiplication to solve word problems. Determine the unknown whole number in an equation. Understand properties of multiplication. | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Fluently multiplies within 100 from memory. Use multiplication to solve word problems. Determine the unknown whole number in an equation. Understand properties of multiplication. | <p>Student consistently and independently:</p> <ul style="list-style-type: none"> Fluently multiplies within 100 from memory. Uses multiplication to solve word problems. Determines the unknown whole number in an equation. Understands properties of multiplication. | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> Fluently multiplying within 100 from memory. Using multiplication to solve word problems. Determining the unknown whole number in an equation. Understanding properties of multiplication. |
| 3 | NOT ASSESSED AT THIS TIME | | | |

2. Solves problems involving division (3.OA.A.2 ; 3.OA.A.2 ; 3.OA.A.3 ; 3.OA.A.4 ; 3.OA.B.5 ; 3.OA.B.6 ; 3.OA.C.7)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|--|--|--|---|
| 1 | <p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> • Interpreting models and solves problems involving division. • Fluently dividing within 100. • Use division to solve word problems. • Determine the unknown whole number in an equation. • Understand properties of division | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Interpret models and solves problems involving division. • Fluently divide within 100. • Use division to solve word problems. • Determine the unknown whole number in an equation. • Understand properties of division | <p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Interprets models and solves problems involving division. • Fluently divides within 100. • Uses division to solve word problems. • Determines the unknown whole number in an equation. • Understands properties of division | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Fluently dividing within 100. • Using division to solve word problems. • Determining the unknown whole number in an equation. • Understanding properties of division |
| 2 | <p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> • Fluently divides within 100. • Use division to solve word problems. • Determine the unknown whole number in an equation. • Understand properties of division | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Fluently divides within 100. • Use division to solve word problems. • Determine the unknown whole number in an equation. • Understand properties of division | <p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Fluently divides within 100. • Uses division to solve word problems. • Determines the unknown whole number in an equation. • Understands properties of division | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Fluently dividing within 100. • Using division to solve word problems. • Determining the unknown whole number in an equation. • Understanding properties of division |

3

NOT ASSESSED AT THIS TIME**3. Solves problems involving the four operations (3.OA.D.9 ; 3.OA.D.9)**

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|------------------|---|--|---|---|
| 1 | <p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> Solve two step word problems using addition and subtraction. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of the answers using mental computation and estimation including rounding. Identify arithmetic patterns and explain them using properties of operations, | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Solve two step word problems using addition and subtraction. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of the answers using mental computation and estimation including rounding. Identify arithmetic patterns and explain them using properties of operations, | <p>Student consistently and independently:</p> <ul style="list-style-type: none"> Solves two step word problems using addition and subtraction. Represents these problems using equations with a letter standing for the unknown quantity. Assesses the reasonableness of the answers using mental computation and estimation including rounding. Identifies arithmetic patterns and explain them using properties of operations, | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> Solving two step word problems using the four operations. Representing these problems using equations with a letter standing for the unknown quantity. Assessing the reasonableness of the answers using mental computation and estimation including rounding. Identifying arithmetic patterns and explain them using properties of operations |
| 2 | <p>Student demonstrates little or no understanding of:</p> | <p>Student requires teacher prompting and support to:</p> | <p>Student consistently and independently:</p> | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes</p> |

| | | | | |
|---|--|--|--|---|
| | <ul style="list-style-type: none"> • Solve two step word problems using the four operations. • Represent these problems using equations with a letter standing for the unknown quantity. • Assess the reasonableness of the answers using mental computation and estimation including rounding. • Identify arithmetic patterns and explain them using properties of operations | <ul style="list-style-type: none"> • Solve two step word problems using the four operations. • Represent these problems using equations with a letter standing for the unknown quantity. • Assess the reasonableness of the answers using mental computation and estimation including rounding. • Identify arithmetic patterns and explain them using properties of operations | <ul style="list-style-type: none"> • Solves two step word problems using the four operations. • Represents these problems using equations with a letter standing for the unknown quantity. • Assesses the reasonableness of the answers using mental computation and estimation including rounding. • Identifies arithmetic patterns and explain them using properties of operations | <p>insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Solving multi-step word problems using the four operations. • Representing these problems using equations with a letter standing for the unknown quantity. • Assessing the reasonableness of the answers using mental computation and estimation including rounding. • Identifying arithmetic patterns and explain them using properties of operations |
| 3 | <p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> • Solve two step word problems using the four operations. • Represent these problems using equations with a letter standing for the unknown quantity. • Assess the reasonableness of the answers using mental | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Solve two step word problems using the four operations. • Represent these problems using equations with a letter standing for the unknown quantity. • Assess the reasonableness of the answers using mental | <p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Solves two step word problems using the four operations. • Represents these problems using equations with a letter standing for the unknown quantity. • Assesses the reasonableness of the answers using mental | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Solving multi- step word problems using the four operations. • Representing these problems using equations |

| | | | | |
|--|--|--|--|--|
| | <p>computation and estimation including rounding.</p> <ul style="list-style-type: none"> Identify arithmetic patterns and explain them using properties of operations | <p>computation and estimation including rounding.</p> <ul style="list-style-type: none"> Identify arithmetic patterns and explain them using properties of operations | <p>computation and estimation including rounding.</p> <ul style="list-style-type: none"> Identifies arithmetic patterns and explain them using properties of operations | <p>with a letter standing for the unknown quantity.</p> <ul style="list-style-type: none"> Assessing the reasonableness of the answers using mental computation and estimation including rounding. Identifying arithmetic patterns and explain them using properties of operations |
|--|--|--|--|--|

Number and Operations in Base Ten

1. Understands place value (3.NBT.A.1)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|--|---|--|---|
| 1 | NOT ASSESSED AT THIS TIME | | | |
| 2 | <p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> Reads, writes and represents numbers to 1,000 using base – ten materials, expanded form, numeral form, and number name form. Uses place value understanding for rounding whole numbers to the nearest 10 or 100. Compares two four-digit numbers based on hundreds, | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Read, write and represent numbers to 1,000 using base – ten materials, expanded form, numeral form, and number name form. Use place value understanding for rounding whole numbers to the nearest 10 or 100. Compare two four-digit numbers based on hundreds, tens, and ones using $<$, $>$, and $=$. | <p>Student consistently and independently:</p> <ul style="list-style-type: none"> Reads, writes and represents numbers to 1,000 using base – ten materials, expanded form, numeral form, and number name form. Uses place value understanding for rounding whole numbers to the nearest 10 or 100. Compares two four-digit numbers based on hundreds, | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> Reading, writing and representing numbers beyond 1,000 using base – ten materials, expanded form, numeral form, and number name form. Using place value understanding for rounding |

| | | | | |
|---|--|--|--|--|
| | tens, and ones using $<$, $>$, and $=$. | | tens, and ones using $<$, $>$, and $=$. | whole numbers larger than the nearest 10 or 100. <ul style="list-style-type: none"> Comparing two five-digit or larger numbers using $<$, $>$, and $=$. |
| 3 | NOT ASSESSED AT THIS TIME | | | |

2. Uses place value and properties of operations to perform multi-digit arithmetic (3.NBT.A.2 ; 3.NBT.A.3)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|---|---|--|---|
| 1 | NOT ASSESSED AT THIS TIME | | | |
| 2 | <p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> Fluently adding and subtracting within 1000 using strategies, and algorithms based on place value, properties of operations, Multiplying one-digit whole numbers by multiples of 10 in the range 10 -90 using strategies based on place value and properties of operations. | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Fluently add and subtract within 1000 using strategies, and algorithms based on place value, properties of operations, Multiply one-digit whole numbers by multiples of 10 in the range 10 -90 using strategies based on place value and properties of operations. | <p>Student consistently and independently:</p> <ul style="list-style-type: none"> Fluently adds and subtracts within 1000 using strategies, and algorithms based on place value, properties of operations, Multiplies one-digit whole numbers by multiples of 10 in the range 10 -90 using strategies based on place value and properties of operations. | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> Fluently adding and subtracting beyond 1000 using the standard algorithm properties of operations, Multiplying one-digit whole numbers by multiples of 10 beyond the range 10 - 90 using strategies based on place value and properties of operations. |
| 3 | NOT ASSESSED AT THIS TIME | | | |

Number and Operations – Fractions**1. Understands a fraction as a quantity. (3.NF.A.1)**

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|---|---|---|--|
| 1 | NOT ASSESSED AT THIS TIME | | | |
| 2 | NOT ASSESSED AT THIS TIME | | | |
| 3 | <p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> Understanding numerators and denominators and how they relate to parts and wholes. Understanding a fraction as the quantity formed by 1 part when a whole is portioned into equal parts. Understanding a fraction as the quantity formed by parts of size. | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Understand numerators and denominators and how they relate to parts and wholes. Understand a fraction as the quantity formed by 1 part when a whole is portioned into equal parts. Understand a fraction as the quantity formed by parts of size. | <p>Student consistently and independently:</p> <ul style="list-style-type: none"> Understands numerators and denominators and how they relate to parts and wholes. Understands a fraction as the quantity formed by 1 part when a whole is portioned into equal parts. Understands a fraction as the quantity formed by parts of size. | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> Understanding numerators and denominators and how they relate to parts and wholes. Understanding a fraction as the quantity formed by 1 part when a whole is portioned into equal parts. Understanding a fraction as the quantity formed by parts of size. |

2. Understands a fraction as a number on a number line. (3.NF.A.2)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|----------------------------------|-----------------------|-----------------|-------------------|
| 1 | NOT ASSESSED AT THIS TIME | | | |
| 2 | NOT ASSESSED AT THIS TIME | | | |

| | | | | |
|---|--|--|--|---|
| 3 | <p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> Understanding a fraction as a number on the number line. Representing fractions on a number line diagram | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Understand a fraction as a number on the number line. Represents fractions on a number line diagram | <p>Student consistently and independently:</p> <ul style="list-style-type: none"> Understands a fraction as a number on the number line. Represents fractions on a number line diagram | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> Understanding a fraction as a number on the number line. Representing fractions on a number line diagram |
|---|--|--|--|---|

3. Recognizes and generates simple equivalent fractions. (3.NF.3)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|--|---|---|--|
| 1 | NOT ASSESSED AT THIS TIME | | | |
| 2 | NOT ASSESSED AT THIS TIME | | | |
| 3 | <p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> Recognition, generation and explanation of equivalent fractions. Comparison two fractions with the same numerator and denominator by reasoning about their size. | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Recognize, generate and explain equivalent fractions. Compare two fractions with the same numerator and denominator by reasoning about their size. | <p>Student consistently and independently:</p> <ul style="list-style-type: none"> Are able to recognize, generate and explain equivalent fractions. Compares two fractions with the same numerator and denominator by reasoning about their size. | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> Recognizing, generating and explaining equivalent fractions. Comparing two fractions with unlike numerators and denominators by reasoning about their size. |

Measurement & Data

1. Solves problems involving measurement of liquid volumes, and masses of objects (3.MD.A.2)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|--|---|--|---|
| 1 | NOT ASSESSED AT THIS TIME | | | |
| 2 | NOT ASSESSED AT THIS TIME | | | |
| 3 | <p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> Measurement and estimation liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Addition, subtraction, multiplication, or division to solve one step word problems involving masses or volumes that are given in the same units, by using drawings to represent the problem. | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Add, subtract, multiply, or divide to solve one step word problems involving masses or volumes that are given in the same units, by using drawings to represent the problem. | <p>Student consistently and independently:</p> <ul style="list-style-type: none"> Measures and estimates liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Add, subtract, multiply, or divide to solve one step word problems involving masses or volumes that are given in the same units, by using drawings to represent the problem. | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> Measuring and estimating liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Adding, subtracting, multiplying, or dividing to solve multi step word problems involving masses or volumes that are given in the different units, by using drawings to represent the problem. |

2. Solves problems involving time. (3.MD.A.1)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|------------------|---|---|--|--|
| 1 | NOT ASSESSED AT THIS TIME | | | |
| 2 | NOT ASSESSED AT THIS TIME | | | |
| 3 | Student demonstrates little or no understanding of: <ul style="list-style-type: none"> • Telling and writing time to the nearest minute. • Measuring time intervals in minutes. • Solving word problems involving addition and subtraction of time intervals in minutes. | Student requires teacher prompting and support to: <ul style="list-style-type: none"> • Tell and write time to the nearest minute. • Measure time intervals in minutes. • Solve word problems involving addition and subtraction of time intervals in minutes. | Student consistently and independently: <ul style="list-style-type: none"> • Tells and writes time to the nearest minute. • Measures time intervals in minutes. • Solves word problems involving addition and subtraction of time intervals in minutes. | Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: <ul style="list-style-type: none"> • Telling and writing time to the nearest minute. • Measuring time intervals in minutes. • Solving word problems involving addition and subtraction of time intervals in minutes. |

3. Represents and interprets data (3.MD.B.3 ; 3.MD.B.4)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|------------------|----------------------------------|------------------------------|------------------------|--------------------------|
| 1 | NOT ASSESSED AT THIS TIME | | | |

| | | | | |
|---|---|---|---|--|
| 2 | <p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> • Drawing a scaled picture graph to represent data with several categories. • Drawing a scaled bar graph to represent data with several categories. • Solving one and two step problems using information presented on the graph. For example: How many more? • Generating measurement data by measuring lengths, using rulers marked with halves and fourths of an inch. • Showing the data on a line plot where the horizontal scale is marked off in the appropriate units. | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Draw a scaled picture graph to represent data with several categories. • Draw a scaled bar graph to represent data with several categories. • Solve one and two step problems using information presented on the graph. For example: How many more? • Generate measurement data by measuring lengths, using rulers marked with halves and fourths of an inch. • Show the data on a line plot where the horizontal scale is marked off in the appropriate units. | <p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Draws a scaled picture graph to represent data with several categories. • Draws a scaled bar graph to represent data with several categories. • Solves one and two step problems using information presented on the graph. For example: How many more? • Generates measurement data by measuring lengths, using rulers marked with halves and fourths of an inch. • Shows the data on a line plot where the horizontal scale is marked off in the appropriate units. | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Drawing a scaled picture graph to represent data with several categories. • Drawing a scaled bar graph to represent data with several categories. • Solving one and two step problems using information presented on the graph. For example: How many more? • Generating measurement data by measuring lengths, using rulers marked with halves and fourths of an inch. • Showing the data on a line plot where the horizontal scale is marked off in the appropriate units. |
| 3 | NOT ASSESSED AT THIS TIME | | | |

4. Solves problems involving area. (3.MD.C.5 ; 3.MD.C.6 ; 3.MD.C.7)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|---|--|---|--|
| 1 | NOT ASSESSED AT THIS TIME | | | |
| 2 | <p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> Recognizing area as an attribute of plane figures and understands the concepts of area measurement. Measuring area by counting unit squares. Relating area to the operations of multiplication and addition. | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Recognize area as an attribute of plane figures and understands the concepts of area measurement. Measure area by counting unit squares. Relate area to the operations of multiplication and addition. | <p>Student consistently and independently:</p> <ul style="list-style-type: none"> Recognizes area as an attribute of plane figures and understands the concepts of area measurement. Measures area by counting unit squares. Relate area to the operations of multiplication and addition. | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> Recognizing area as an attribute of plane figures and understands the concepts of area measurement. Measuring area by counting unit squares. Relating area to the operations of multiplication and addition. |
| 3 | NOT ASSESSED AT THIS TIME | | | |

5. Solves problems involving perimeter. (3.MD.D.8)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|---------------------------|-----------------------|-----------------|-------------------|
| 1 | NOT ASSESSED AT THIS TIME | | | |

| | | | | |
|---|--|---|--|---|
| 2 | NOT ASSESSED AT THIS TIME | | | |
| 3 | <p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> Solving real world and mathematical problems involving the perimeter of polygons. Finding the perimeter given the side lengths. Finding an unknown side length Creating rectangles with the same area and different perimeters and vice versa. | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Solve real world and mathematical problems involving the perimeter of polygons. Find the perimeter given the side lengths. Find an unknown side length Create rectangles with the same area and different perimeters and vice versa. | <p>Student consistently and independently:</p> <ul style="list-style-type: none"> Solves real world and mathematical problems involving the perimeter of polygons. Finds the perimeter given the side lengths. Finds an unknown side length Creates rectangles with the same area and different perimeters and vice versa. | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> Solving real world and mathematical problems involving the perimeter of polygons. Finding the perimeter given the side lengths. Finding an unknown side length Creating rectangles with the same area and different perimeters and vice versa. |

Geometry

1. Analyzes, compares, and classifies shapes by properties and attributes. (3.G.A.1)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|---|--|---|---|
| 1 | NOT ASSESSED AT THIS TIME | | | |
| 2 | NOT ASSESSED AT THIS TIME | | | |
| 3 | Student demonstrates little or no understanding of: | Student requires teacher prompting and support to: | Student consistently and independently: | Student meets all criteria for “Meets Standards” and independently challenges |

| | | | | |
|--|--|---|--|--|
| | <ul style="list-style-type: none"> • Classification of shapes according to a variety of attributes • Naming different quadrilaterals and explains why some shapes are quadrilaterals and some are not. | <ul style="list-style-type: none"> • Classify shapes according to a variety of attributes • Name different quadrilaterals and explains why some shapes are quadrilaterals and some are not. | <ul style="list-style-type: none"> • Classifies shapes according to a variety of attributes • Names different quadrilaterals and explains why some shapes are quadrilaterals and some are not. | <p>him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Classifying shapes according to a variety of attributes • Naming different quadrilaterals and explains why some shapes are quadrilaterals and some are not. |
|--|--|---|--|--|

2. Partitions shapes into equal areas and expresses the area of each part as a fraction. (3.G.A.2)

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|---|---|---|--|
| 1 | NOT ASSESSED AT THIS TIME | | | |
| 2 | NOT ASSESSED AT THIS TIME | | | |
| 3 | <p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> • Partitioning shapes into different areas and associates each part with a unit fraction of a whole. | <p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Partition shapes into different areas and associates each part with a unit fraction of a whole. | <p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Partitions shapes into different areas and associates each part with a unit fraction of a whole. | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Partitioning shapes into different areas and associates each part with a unit fraction of a whole. |

Mathematical Practices

1. Makes sense of problems and perseveres in solving them.

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|--|--|---|--|
| All | <p>When given a problem, student is unable to:</p> <ul style="list-style-type: none"> • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. • Check the work. | <p>When given a problem, student, with prompting and support, is sometimes able to:</p> <ul style="list-style-type: none"> • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. • Check the work. • Persevere to solve the problem accurately | <p>When given a problem, student is consistently able to:</p> <ul style="list-style-type: none"> • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. • Check the work. • Persevere to solve the problem accurately. | <p>When given a problem, student is consistently and independently able to:</p> <ul style="list-style-type: none"> • Make a plan to solve it. <p>Apply strategies to solve the problem.</p> <ul style="list-style-type: none"> • Determine if it makes sense. • Check the work. • Persevere to solve the problem accurately. • Suggest at least one other way to solve the problem. |

2. Clearly explains mathematical thinking and problem solving.

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-----------|---|---|---|--|
| All | <p>Student is unable or rarely able to communicate mathematical thinking using accurate vocabulary.</p> | <p>Student sometimes, but not consistently, communicates mathematical thinking using accurate vocabulary.</p> | <p>Student consistently communicates mathematical thinking using accurate vocabulary.</p> | <ol style="list-style-type: none"> 1. Student communicates all mathematical thinking precisely and with accurate vocabulary. 2. Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense. |

3. Efficiently applies strategies to solve math problems.

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|------------------|--|---|--|--|
| All | Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer. | Student sometimes identifies appropriate operations and mathematically computes the correct answer. | Student consistently identifies appropriate operations and mathematically computes the correct answer. | Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or mathematical concepts. |

4. Models with Mathematics

| Trimester | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|------------------|--|--|---|--|
| All | Student is unable or rarely able to: <ul style="list-style-type: none"> • use representations that are effective • use appropriate representations that are complete | Student sometimes: <ul style="list-style-type: none"> • uses representations that are effective • uses appropriate representations that are complete | Student consistently: <ul style="list-style-type: none"> • uses representations that are effective • uses appropriate representations that are complete | Student consistently: <ul style="list-style-type: none"> • uses representations that are both elegant and insightful • uses appropriate representations on more complex problems |

Science

Trimester One

| Topics | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|---------------|--|---|---|--|
| Stormy Skies | <ul style="list-style-type: none"> • Student has not demonstrated an adequate understanding of the content and is still developing the required skills. • Student has not demonstrated an adequate ability to compose open-ended responses. • Student has not demonstrated an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation | <ul style="list-style-type: none"> • Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. • Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support. • Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation | <ul style="list-style-type: none"> • Student has demonstrated understanding of the content and can practice the skills independently. • Student has demonstrated the ability to compose detailed and proficient open-ended responses. • Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation | <ul style="list-style-type: none"> • Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. • Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses. • Student's ideas for modeling and investigating are insightful, engaging, and advanced. |

Science Inquiry and Engineering

| Needs Support | Approaching Standard | Meets Standard | Exceeds Standard |
|---|---|---|--|
| <p>Student is unable, even with prompting to:</p> <ul style="list-style-type: none"> • Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. • Construct arguments which support scientific concepts based on evidence • Apply scientific concepts to real world scenarios • Contribute to class discussions and activities. | <p>With prompting and support student is able to:</p> <ul style="list-style-type: none"> • Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. • Construct arguments which support scientific concepts based on evidence • Apply scientific concepts to real world scenarios • Contribute to class discussions and activities. | <p>Student is able to consistently:</p> <ul style="list-style-type: none"> • Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. • Construct arguments which support scientific concepts based on evidence • Apply scientific concepts to real world scenarios • Contribute to class discussions and activities. | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Utilizing scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. • Constructing arguments which support scientific concepts based on evidence • Applying scientific concepts to real world scenarios • Contributing to class discussions and activities. |

Trimester Two

| Topics | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|---|---|--|--|--|
| <p>Animals Through Time</p> <p>Circle of Life</p> | <ul style="list-style-type: none"> • Student has not demonstrated an adequate understanding of the content and is still developing the required skills. • Student has not demonstrated an adequate ability to compose open-ended responses. • Student has not demonstrated an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation. | <ul style="list-style-type: none"> • Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. • Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support. • Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation. | <ul style="list-style-type: none"> • Student has demonstrated understanding of the content and can practice the skills independently. • Student has demonstrated the ability to compose detailed and proficient open-ended responses. • Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation. | <ul style="list-style-type: none"> • Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. • Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses. • Student's ideas for modeling and investigating are insightful, engaging, and advanced. |

Science Inquiry and Engineering

| Needs Support | Approaching Standard | Meets Standard | Exceeds Standard |
|---|---|---|--|
| <p>Student is unable, even with prompting to:</p> <ul style="list-style-type: none"> • Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. • Construct arguments which support scientific concepts based on evidence • Apply scientific concepts to real world scenarios • Contribute to class discussions and activities. | <p>With prompting and support student is able to:</p> <ul style="list-style-type: none"> • Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. • Construct arguments which support scientific concepts based on evidence • Apply scientific concepts to real world scenarios • Contribute to class discussions and activities. | <p>Student is able to consistently:</p> <ul style="list-style-type: none"> • Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. • Construct arguments which support scientific concepts based on evidence • Apply scientific concepts to real world scenarios • Contribute to class discussions and activities. | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Utilizing scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. • Constructing arguments which support scientific concepts based on evidence • Applying scientific concepts to real world scenarios • Contributing to class discussions and activities. |

Trimester Three

| Topics | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|--|---|--|--|--|
| <p>Powers of Flowers</p> <p>Invisible Forces</p> | <ul style="list-style-type: none"> • Student has not demonstrated an adequate understanding of the content and is still developing the required skills. • Student has not demonstrated an adequate ability to compose open-ended responses. • Student has not demonstrated an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation. | <ul style="list-style-type: none"> • Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. • Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support. • Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation. | <ul style="list-style-type: none"> • Student has demonstrated understanding of the content and can practice the skills independently. • Student has demonstrated the ability to compose detailed and proficient open-ended responses. • Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation. | <ul style="list-style-type: none"> • Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. • Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses. • Student's ideas for modeling and investigating are insightful, engaging, and advanced. |

Science Inquiry and Engineering

| Needs Support | Approaching Standard | Meets Standard | Exceeds Standard |
|---|---|---|--|
| <p>Student is unable, even with prompting to:</p> <ul style="list-style-type: none"> • Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. • Construct arguments which support scientific concepts based on evidence • Apply scientific concepts to real world scenarios • Contribute to class discussions and activities. | <p>With prompting and support student is able to:</p> <ul style="list-style-type: none"> • Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. • Construct arguments which support scientific concepts based on evidence • Apply scientific concepts to real world scenarios • Contribute to class discussions and activities. | <p>Student is able to consistently:</p> <ul style="list-style-type: none"> • Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. • Construct arguments which support scientific concepts based on evidence • Apply scientific concepts to real world scenarios • Contribute to class discussions and activities. | <p>Student meets all criteria for “Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Utilizing scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. • Constructing arguments which support scientific concepts based on evidence • Applying scientific concepts to real world scenarios • Contributing to class discussions and activities. |

Social Studies**Trimester One**

| Topics | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|-------------------------------------|--|--|--|---|
| Regions of the United States | <ul style="list-style-type: none"> • Student has not demonstrated an adequate understanding of the content and is still developing the required skills. • Student has not demonstrated an adequate ability to compose written responses. | <ul style="list-style-type: none"> • Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. • Student composition of written responses may lack necessary detail. May need prompting and support. | <ul style="list-style-type: none"> • Student has demonstrated understanding of the content and can practice the skills independently. • Student has demonstrated the ability to compose detailed and proficient written responses. | <ul style="list-style-type: none"> • Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. • Student has clearly demonstrated the ability to compose insightful and detailed written responses. |

Standards Addressed:

- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

Trimester Two

| Topics | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|--|--|--|--|---|
| Native Americans and Our First Communities European Explorers | <ul style="list-style-type: none"> • Student has not demonstrated an adequate understanding of the content and is still developing the required skills. • Student has not demonstrated an adequate ability to compose written responses. | <ul style="list-style-type: none"> • Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. • Student composition of written responses may lack necessary detail. May need prompting and support. | <ul style="list-style-type: none"> • Student has demonstrated understanding of the content and can practice the skills independently. • Student has demonstrated the ability to compose detailed and proficient written responses. | <ul style="list-style-type: none"> • Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. • Student has clearly demonstrated the ability to compose insightful and detailed written responses. |

Standards Addressed:

- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.

Trimester Three

| Topics | Needs Support | Approaching Standards | Meets Standards | Exceeds Standards |
|---|--|--|--|---|
| <p>Early Colonization</p> <p>Creating Good Citizens</p> | <ul style="list-style-type: none"> Student has not demonstrated an adequate understanding of the content and is still developing the required skills. Student has not demonstrated an adequate ability to compose written responses. | <ul style="list-style-type: none"> Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. Student composition of written responses may lack necessary detail. May need prompting and support. | <ul style="list-style-type: none"> Student has demonstrated understanding of the content and can practice the skills independently. Student has demonstrated the ability to compose detailed and proficient written responses. | <ul style="list-style-type: none"> Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. Student has clearly demonstrated the ability to compose insightful and detailed written responses. |

Standards Addressed:

- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

- 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

