

K- 3 Student Profiles - Mastery Scales

Kindergarten Profile

Language Arts: By the end of Kindergarten, students should be able to:

Mathematics: By the end of Kindergarten, students should be able to:

First Grade Profile

Language Arts: By the end of first grade, students should be able to:

Mathematics: By the end of first grade students should be able to:

Second Grade Profile

Language Arts: By the end of second grade, students should be able to:

Mathematics: By the end of second grade, students should be able to:

Third Grade Profile

Language Arts: By the end of third grade, students should be able to:

Mathematics: By the end of third grade, students should be able to:

Language Arts	Language Arts: By the end of second grade, students should be able to:	Link to Mastery Rubrics
Reading	<u>Use Phonics and Word Recognition Skills</u> - Know and apply grade-level phonics and word analysis skills in decoding words (RF 2.3 a,b,c,d,e,f) <u>Demonstrate Fluency</u> Reads orally with accuracy, appropriate rate and expressions to support comprehension (RF 2.4) - Read all grade level high frequency words - Fluency rate near 92 wpm <u>Comprehend Literary (Fiction) text</u> Ask and answer questions to show comprehension of literature - Key Ideas and Details (RL 2.1) - Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text and to answer questions about character, setting and plot. Analyze literary Text development (RL 2.2) - Retell stories, including fables and folktales from diverse cultures, and - determine their central message, lesson, or moral. Describe how characters in a story respond to major events and challenges. (RL 2.3) Describe how language and point of view give meaning to a story (RL 2.4 - RL 2.6) - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply	Phonics and Word recognition skills Fluency Comprehend Fiction - Key ideas and details Literary text development - retell, central message, moral of the story Describe how characters respond to events and challenges Describe how language and point

	rhythm and meaning in a story, poem, or song. • Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL 2.5) • Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story. (RL 2.6) Use information to compare and contrast stories: Integration of Knowledge and Ideas: (RL 2.7, RL 2.9) • Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL2.7) • Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures (RL 2.9) <u>Comprehend Non Fiction (Informational) Text</u> Ask and Answer questions to show Comprehension of Informational (non fiction) text (RI 2.1 through RI 2.3) • Ask and answer questions to demonstrate understanding of key details in a text (RI 2.1) • Analyze literary Text development (RI 2.2 a,b) ◦ Understand the main idea of informational text and support an answer with 3-5 facts - Identify the focus of specific paragraphs within a text • Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI 2.3) Use Text features to determine meaning (RI 2.4 - RI 2.6) • Determine the meaning of words and phrases in text relevant to a 2nd grade topic (RI 2.4) • Know and use various text features to locate key facts or information efficiently RI 2.5) • Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI 2.6) Use Key facts to compare and contrast nonfiction text (RI 2.7 through RI 2.9) • Explain how images contribute to and clarify a text (RI 2.7) • Identify the main points an author uses and how reasons connect to the main point (RI2.8) • Compare and contrast the most important point presented by two texts on the same topic (RI 2.9)	of view give meaning to a story Use information to compare and contrast stories Comprehend informational text Use text features to determine meaning Use key facts to compare and contrast nonfiction text
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	Read, comprehend and respond to grade appropriate text (RL 2.10 and RI 2.10) • By the end of the year, read and comprehend literature, including stories and poetry, and informational text in the grades 2–3 text complexity band proficiently • read and comprehend informational texts, including history/social studies, science, and technical texts, • Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. • Read with sufficient accuracy and fluency to support comprehension at grade level. • DRA level 28 • Level - N	Read and comprehend grade level text
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Kindergarten Profile

	Language Arts: By the end of Kindergarten, students should be able to:	Link to Mastery Rubrics
Reading	<u>Foundations</u> <u>Have an understanding of Print Concepts (RF.K.1a,b,c,d)</u> • Have an understanding of print - letters make words and words are used to form sentences and paragraphs. • Recognizes and names all upper and lowercase letters and is able to track print left to right <u>Demonstrate Phonemic Awareness (RF.K.2)</u> • Demonstrate understanding of spoken words, syllables, and phonemes (sounds).	Print concepts and letter recognition Demonstrate understanding of rhyming words and syllables

	○ Recognize and produce rhyming words and syllables ○ Put together, take apart and change sounds in words (blend, segment, isolate and produce first, middle and ending sounds in CVC words) <u>Use Phonics and Word Recognition Skills (RF.K.3)</u> ● Knows letter sounds (consonants and vowel sounds) and be able to apply that knowledge to reading and writing ● Associate long and short sounds with common spellings for 5 major vowels ● Read kindergarten high frequency words (red words) by sight <u>Demonstrate Fluency (RF.K.4)</u> ● Read appropriate texts with purpose and understanding ● independently read grade appropriate text ● Level D - Fountas and Pinnell ● Level 5 - DRA <u>Demonstrate Comprehension</u> ● Is able to ask questions , answer questions and retell (Key Ideas and Details) (RL.K.1 - 3) (RI.K.1-3) ● With prompting and support <i>ask and answer questions</i> about key details ● <i>retell</i> familiar stories, including key details, in sequence, identify the main topic of informational text ● <i>identify characters, settings, and major events in a story.</i> ● Describe the connection between two individuals, events, ideas or pieces of information (RI.K.3) ● Discuss unknown words and text features to make meaning (Craft and Structure) (RL.K.4-RL.K.6) (RI.K.4 - 6) ○ Ask and answer questions about unknown words in a text ○ Identify the front cover, back cover, and title page of a book.(RI.K.5) ● Recognize common types of texts (e.g., storybooks, poems, fiction, informational text).	Put together, take apart and change sounds in words Produce consonant and vowel sounds Long and short vowel sounds with common spellings Read High Frequency Words by sight Read appropriate text with purpose and understanding Ask questions, answer questions and retell Discuss unknown words and text features to make meaning
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	• Name the author and illustrator of a story and define the role of each in telling the story, or when presenting ideas/information in a text. (RI.K.6) • Demonstrate comprehension by describing, comparing and contrasting from both fiction and nonfiction text (Integration of Knowledge and Ideas) (RL.K.7-9) and RI.K 7-9) ○ Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) or what person, place, thing or idea the illustration depicts (RI.K.7) ○ Compare and contrast the adventures and experiences of characters in familiar stories. ○ <i>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</i> ○ <i>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic</i> • Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. (RL.K.10, RI.K.10)	Demonstrate comprehension by describing, comparing and contrasting different types of text Range of Reading and text complexity - Engage in group reading activities
Writing	Writing Structure • Opinion Writing - (compose writing on a given topic and give an opinion) (W.K.1) • Informative Writing (compose writing that supplies information, (“How to”) (W.K.2) • Narrative Writing (write about single events or several linked events) (W.K.3) Production and Distribution of Writing • Revises, edits and publishes writing by responding to guidance from adults to strengthen writing	Opinion Writing Informative Writing Narrative Writing Production and distribution of writing

Language	(W.K.5,W.K.6) With guidance and support participates in shared research, uses information to answer questions (W.K.7,W.K.8)	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (L.K.1)	Conventions of standard English usage in writing and speaking
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.K.2)	Uses Conventions of capitalization, punctuation and spelling when writing
	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups (SL.K.1)	Participate in conversations on kindergarten topics
Speaking and Listening	Clearly communicates ideas, describes, asks and answers questions or provides details (SL.K.2 - SL.K.6)	Clearly communicates idea, describes, asks and answers questions
Vocabulary	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)	Determine or clarify the meaning of words
Handwriting	Write legibly all letters and numbers using correct formation and spacing (HWT)	
Math	Mathematics: By the end of Kindergarten, students should be able to:	
	Have a solid understanding of number sense (Counting and Cardinality) - Knows number names and the count sequence (counting on) - Counts to tell the number of objects (one to one correspondence)	Number Names and Count Sequence Scale Count to tell the number of objects

	• Compares numbers Have ability to understand and solve simple addition and subtraction problems (Operations and Algebraic Thinking) • Ability to solve simple addition problems (putting together and adding to) • Ability to solve simple subtraction problems (taking apart and taking from) • Part to part and part to whole number (number bonds) Have a solid foundation for place value (Number Operations in Base 10) • Works with numbers 11-19 to understand place value Have an understanding of measurable attributes (Measurement and Data) • Identify, describe and compare measurable attributes (more/less, long/short, heavy/light) • Classify objects into categories, count and compare them (number, size, shape) Have an understanding of shapes (Geometry) • Identify and describe shapes • Describe, compare, create and compose shapes	Compare numbers Understand and solve simple addition and subtraction problems Works with numbers 11-19 - place value Identify, describe and compare attributes Classify objects into categories, count and compare Identify and describe shapes Describe, compare, create and compose shapes
Social/ Emotional	Students should be able to appropriately express their wants and needs. Students should be able to show respect and kindness to adults and peers Students need to be responsible for their own belongings Students need to engage in group activities as well as work independently for an appropriate amount of time	

First Grade Profile

	Language Arts: By the end of first grade, students should be able to:	Link to Mastery Rubrics
Reading	<u>Foundations</u> <u>Have an understanding of Print Concepts</u> Demonstrate understanding of the organization and basic features of print (RF.1.1) <u>Demonstrate Phonological Awareness</u> Demonstrate understanding of syllables, and phonemes (sounds) in spoken words,. (RF.1.2) <u>Use Phonics and Word Recognition Skills</u> Know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3 a,b,c,d,,e,f) • apply first grade Orton skills and patterns in reading and writing • Use knowledge of open and closed vowel patterns (long and short vowels) in reading Read all grade level high frequency words (irregularly spelled words) (RF.1.3 g) <u>Demonstrate Fluency</u> Read with sufficient accuracy and fluency to support comprehension. (RF.1.4) • Read Fluently = approximately 53-57 words per minute <u>Comprehension</u> • Ask and answer questions about key details in a text. (RL 1.1-1.3, RI 1.1- 1.3) ○ Analyze literary text development. a. Demonstrate understanding of the lesson. b. Retell stories,	Demonstrate understanding of the organization and basic features of print Demonstrate understanding of syllables and phonemes Know and apply grade level phonics and word analysis skills Read high frequency words - irregularly spelled words Read with sufficient accuracy and fluency to support comprehension Ask and Answer questions about key detailsELA 1st Grade 6 RL, RI

	- including key details. ○ Describe characters, settings, and major events in a story, using key details ○ Retell a story in sequential order with 3-5 details ● Students can explain the difference between books that tell stories (and who is telling the story) and books that give information (RL 1.4 - 1.6) ○ Identify words and phrases in stories or poems that suggest feelings or appeal to the senses ● Identify and apply informational text features (RI 1.4 - 1.6) ● Compare and Contrast Story Elements (RL 1.7) (RL 1.9) ○ Compare and contrast the adventures and experiences of characters in stories. ○ Use illustrations and details in a story to describe its characters, setting, or events. ● Describe, compare and contrast informational text (RI 1.7 -1.9) ● Read, comprehend and respond to grade appropriate text (RL 1.10 and RI 1.10) ● DRA Level 18 or higher ● Level J - Fountas and Pinnell	Differentiate between types of text Identify and apply informational text features Compare and contrast Story elements - characters, setting, events Describe, compare and contrast informational text Read, comprehend and respond to grade level text
Writing	Writing Structure ● Opinion Writing - (compose writing on a given topic and give an opinion) (W.1.1) ● Informative Writing (compose writing that supplies information, (“How to”) (W.1.2) ● Narrative Writing (write about single events or several linked events) (W.1.3) Production and Distribution of Writing ● Revises, edits and publishes writing by responding to guidance from adults to strengthen writing (W.1.5,W.1.6) ● With guidance and support participates in shared research, uses information to answer	Opinion Writing Informative Writing Narrative Writing Revises, edits and publishes writing with guidance and support

	● Understand and apply properties of operations and the relationship between addition and subtraction. ○ Using objects, drawing, equations/symbols for unknown numbers ○ Part to part and part to whole number bonds (algebraic thinking and solving for the unknown number) ● Add and subtract within 20 - fluently ● Work with addition and subtraction equations ○ Determine the unknown number in an +,- equation relating three whole numbers Number and Operations in Base Ten - A solid understanding of number sense ● Extend the counting sequence (Count to 120 - starting at any number)(Counting on) ● Understand place value - including 1's, 10's and 100's ○ Compare two digit numbers using > , = , < ● Use place value understanding and properties of operations to add and subtract within 100 ○ Represent/create numbers using ones and tens (using manipulatives) ○ mentally add to find 10 more or 10 less of a number ○ Subtract multiples of 10 Measurement and Data ● Measure and order objects by length,and name length units (1.MD.1 -1.MD.2). ○ Order and compare lengths of two objects ○ Express the length of an object as a whole number of a unit length ● Work with time and money. ○ Tell time to the hour and half hour using analog and digital ○ Identify pennies and dimes by name and value ● Represent and interpret data ○ (up to three categories) - ask and answer questions about data. Geometry ● Reason with shapes and their attributes ○ Draw, build and define attributes of shapes	operations Add and Subtract within 20 Work with addition and subtraction equations Extend the counting sequence Understand Place Value Use place value understanding and properties of operations Measure and order objects by length,and name length units Work with time and money Represent and interpret data Reason with shapes and their attributes
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	○ Build two and three dimensional shapes (create new shapes or composite shapes) ○ Partition circles and rectangles into fractional pieces (halves, fourths, quarters)(understanding these are equal shares/smaller pieces)	
Social/ Emotional	Students should be able to appropriately express their wants and needs. Respond appropriately to adult directions. Students should be able to show respect and kindness to adults and peers Students need to be responsible for their own belongings Students need to be able to take care of their personal needs Students need to engage in group activities as well as work independently for an appropriate amount of time.	

Second Grade Profile

Language Arts	Language Arts: By the end of second grade, students should be able to:	Link to Mastery Rubrics
Reading	<u>Use Phonics and Word Recognition Skills</u> - Know and apply grade-level phonics and word analysis skills in decoding words (RF 2.3 a,b,c,d,e,f) <u>Demonstrate Fluency</u> Reads orally with accuracy, appropriate rate and expressions to support comprehension (RF 2.4) - Read all grade level high frequency words - Fluency rate near 92 wpm <u>Comprehend Literary (Fiction) text</u> Ask and answer questions to show comprehension of literature - Key Ideas and Details (RL 2.1) - Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text and to answer questions about character, setting and plot. Analyze literary Text development (RL 2.2) - Retell stories, including fables and folktales from diverse cultures, and - determine their central message, lesson, or moral. Describe how characters in a story respond to major events and challenges. (RL 2.3) Describe how language and point of view give meaning to a story (RL 2.4 - RL 2.6) - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply	Phonics and Word recognition skills Fluency Comprehend Fiction - Key ideas and details Literary text development - retell, central message, moral of the story Describe how characters respond to events and challenges Describe how language and point of view give meaning to a story

	rhythm and meaning in a story, poem, or song. • Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL 2.5) • Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story. (RL 2.6) Use information to compare and contrast stories: Integration of Knowledge and Ideas: (RL 2.7, RL 2.9) • Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL2.7) • Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures (RL 2.9) <u>Comprehend Non Fiction (Informational) Text</u> Ask and Answer questions to show Comprehension of Informational (non fiction) text (RI 2.1 through RI 2.3) • Ask and answer questions to demonstrate understanding of key details in a text (RI 2.1) • Analyze literary Text development (RI 2.2 a,b) ◦ Understand the main idea of informational text and support an answer with 3-5 facts - Identify the focus of specific paragraphs within a text • Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI 2.3) Use Text features to determine meaning (RI 2.4 - RI 2.6) • Determine the meaning of words and phrases in text relevant to a 2nd grade topic (RI 2.4) • Know and use various text features to locate key facts or information efficiently RI 2.5) • Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI 2.6) Use Key facts to compare and contrast nonfiction text (RI 2.7 through RI 2.9) • Explain how images contribute to and clarify a text (RI 2.7) • Identify the main points an author uses and how reasons connect to the main point (RI2.8) • Compare and contrast the most important point presented by two texts on the same topic (RI 2.9)	Use information to compare and contrast stories Comprehend informational text Use text features to determine meaning Use key facts to compare and contrast nonfiction text Read and comprehend grade
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	Read, comprehend and respond to grade appropriate text (RL 2.10 and RI 2.10) • By the end of the year, read and comprehend literature, including stories and poetry, and informational text in the grades 2–3 text complexity band proficiently • read and comprehend informational texts, including history/social studies, science, and technical texts, • Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. • Read with sufficient accuracy and fluency to support comprehension at grade level. • DRA level 28 • Level - N	level text
Writing	Text Types and Purposes: • Opinion - introduce the topic, state an opinion, supply reasons to support their opinion, use linking words, concluding statement (W.2.1) • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W2.2) • Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W 2.3) Production and Distribution of Writing • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.5 • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.2.6	Opinion writing Informative Writing Narrative Writing Focus on a topic and strengthen/revise/edit Use digital tools to publish writing
Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L 2.1)	Uses conventions of standard English in Writing:

Speaking and Listening	○ COPS strategy ○ Apply phonics rules when writing ○ Correctly use and spell grade level high frequency words Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (L2.2 and L 2.3) Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups (SL.2.1 a,b,c) Clearly communicates by listening and responding appropriately: retell or describe key ideas or details; asks and answers questions to clarify understanding (SL 2.2 through SL 2.3) Clearly communicates or presents knowledge or ideas (SL 2.4 - SL 2.6) ● Create recordings, add illustrations or visual displays to clarify ideas, thoughts or feelings ● Use complete sentences to provide requested detail or clarification Vocabulary Determines the meanings of words and uses figurative language or acquired words and phrases when speaking or writing (L2.4 through L 2.6))	<u>capitalization, punctuation and spelling</u> <u>Use Conventions of standard English grammar and usage when writing or speaking</u> <u>Participates in collaborative conversations</u> <u>Clearly communicate by responding, retelling, asking or answering questions</u> <u>Clearly communicate or presents knowledge or ideas</u> <u>Use newly acquired vocabulary or descriptive language when speaking or writing</u>
Math	Mathematics: By the end of second grade, students should be able to:	
	Operations and Algebraic Thinking ● Represent and solve simple addition and subtraction problems and story problems ● Fluency add and subtract within 20	<u>Represent and solve problem involving +,-</u> <u>Add and subtract within 20</u> <u>Work with Equal groups of objects</u>

	• Work with equal groups of objects to gain foundations for multiplication and division (using arrays 5X5) Numbers and Operations in Base Ten • Understand Place Value including 1's, 10's, 100's and 1000's ○ Represent/create numbers using ones and tens, 100's and 1000's (using manipulatives) • mentally add and subtract to find 100 more or 100 less of a number • Mentally subtract 10 or 100 from a given number (up to 900) • Compare three digit numbers using > , = , < • Express numbers that come before, after and between a given number • *Use Place value understanding and properties of operations to add and subtract ○ Two digit addition and subtraction (with regrouping) • Be able to understand Number bonds Measurement and Data • Relate addition and subtraction to length • Telling time - to nearest 5 minute • Work with Money - (nickels and quarters) • find value of assorted coins • Solve word problems using money (keeping dollars and cents separated) • Organize, interpret, represent data in picture and bar graphs. ○ Solve simple word problems using data from graphs • Measure and estimate length using standard units (inches, feet, centimeters and meters) Geometry • Reason with shapes and their attributes ○ Recognize shapes based on sides and vertices	- foundation for multiplication Understand Place Value Use place value understanding and properties of operations Relate addition and subtraction to length Work with time and money Represent and interpret data Measure and estimate lengths in standard units Reason with shapes and their attributes
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	○ Recognize and identify 3 dimensional shapes ○ Divide rectangles into equal rows and columns (arrays) ○ Partition circles and rectangles into fractional pieces (halves, fourths, quarters and thirds)(understanding these are equal shares/smaller pieces)	
Handwriting	Write legibly (in print) all letters and numbers using correct formation and spacing (HWT) Second Semester - introduce cursive writing	
Technology	Use keyboarding skills to produce digital documents Use technology skills appropriately to support learning	
Social/ Emotional	Students should be able to appropriately express their wants and needs. Respond appropriately to adult directions. Students should be able to show respect and kindness to adults and peers Students need to be responsible for their own belongings and for resources in the school environment Students need to be able to take care of their personal needs Students need to engage in group activities as well as work independently for an appropriate amount of time.	

Third Grade Profile

Language Arts	Language Arts: By the end of third grade, students should be able to:	Link to Mastery Rubrics
Reading	<u>Use Phonics and Word Recognition Skills</u> - Know and apply phonics and word analysis skills in decoding words (RF 3.3 a,b,c,d) <u>Demonstrate Fluency</u> Reads orally with accuracy, appropriate rate and expressions to support comprehension (RF 3.4) - Read all grade level high frequency words - Fluency rate near ____wpm <u>Comprehend Literature (Fiction) text</u> Demonstrate comprehension with text evidence (RL 3.1) <i>Key Ideas and Details</i> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Analyze literary text development. (RL 3.2) <i>Key Ideas and Details</i> a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales, and myths from diverse cultures. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL 3.3) <i>Key Ideas and Details</i> Understand how word meaning, language, text structures and point of view impact our understanding	Know and apply phonics and word analysis skills Read with sufficient accuracy and fluency to support comprehension Demonstrate comprehension with text evidence Analyze literary text development Describe characters and explain how their action contribute to events

	of the text/story or build on each other. (RL 3.4,thru RL 3.6) <i>Craft and Structure:</i> • Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. • Describe the difference between points of view in texts, particularly first- and third person narration. Compare and contrast story elements across texts (RL 3.7 thru RL 3.9) <i>Integration of Knowledge and Ideas</i> • Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting). (RL 3.7) • Make connections and comparisons about themes, settings, and plots of stories written by the same author <u>Comprehend Non Fiction (Informational) Text</u> Demonstrate comprehension (of informational text) with text evidence (RL 3.1) <i>Key Ideas and Details</i> • Ask and answer questions to demonstrate understanding of text and give evidence from the text (RI 3.1) • Analyze informational Text development (RI 3.2 a,b) ○ determine the main idea of a text; ○ retell the key details and explain how they support the main idea; (RI 3.2a) • Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures by using language that pertains to time, sequence, and cause and effects. (RI 3.3) Determine meaning of words and use text features (RI 3.4 - RI 3.6) <i>Craft and Structure</i> • Determine the meaning of general academic and domain specific words and phrases relevant to a 3rd grade topic (RI 3.4) • Use text features and search tools to locate information relevant to a given topic efficiently (RI 3.5) • Distinguish their own perspective from that of the author’s in a text. (RI 3.6)	Understand how meaning and text structures impact comprehension Compare and contrast story elements across texts Ask and answer questions using evidence from the text Analyze Text - main ideas and key details Describe the relationship between events, ideas or concepts Determine meaning of words and use test features Compare and contrast most important points across
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	Compare and contrast most important points across nonfiction texts (RI 3.7 through RI 3.9) <i>Integration of Knowledge and Ideas</i> • use information gained from illustrations and the words in text to demonstrate understanding of the text (RI 3.7) • describe the relationship between the evidence and points an author uses throughout the text (RI 3.8) • Compare and contrast the most important point and key details presented in two texts on the same topic (RI 3.9) Read, comprehend and respond to grade appropriate text (RL 3.10 and RI 3.10) • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. • Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. • By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. • Read with sufficient accuracy and fluency to support comprehension at grade level. • DRA level 28 • Level - N	nonfiction texts Read,comprehend and respond to grade appropriate text
Writing	Opinion Writing: develop a point of view and support with reasons (W 3.1) • introduce the topic, state an opinion, supply reasons to support their opinion, use linking words, concluding statement Informative Writing: examine a topic and convey information clearly (W 3.2) • informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Narrative Writing: develop a real or imagined experience or event (W 3.3)	Opinion Writing Informative Writing Narrative Writing

	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. Revises, edits, and publishes writing, utilizing technology when appropriate (W 3.4,3.5 and 3.6) Uses research to build and present knowledge (W 3.7 and 3.8)	<u>Revises, edits and publishes writing, using technology when appropriate</u> <u>Use research to build and present knowledge</u>
Language Speaking and Listening Vocabulary	Demonstrates command of language and conventions through writing and speaking (L 3.1) - Use strategies - COPS - Correctly use and spell grade level high frequency words - Apply phonics rules when writing Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L 3.2 Clearly communicates ideas orally (SL 3.1,2,3,4,5,6) Demonstrate understanding of word relationships and nuances in word meaning (L 3.3, L3.5 and L3.6) - Use knowledge of language to choose words for effect - Acquire and use grade appropriate general academic and subject specific words and phrases	<u>Demonstrate command of language, spelling and conventions through writing</u> <u>Uses conventions of standard English in writing, capitalization, punctuation and spelling</u> <u>Clearly Communicate ideas orally</u> <u>Demonstrate understanding of word relationships and nuances in word meanings</u>

	Determine the meaning of unknown and multiple meaning words and phrases using a range of strategies (L 3.4)	Determine meaning of unknown and multiple words using a wide range of strategies
Math	Mathematics: By the end of third grade, students should be able to:	
	Operations and Algebraic Thinking - Represent and solve problems involving multiplication and division. - Understand properties of multiplication and the relationship between multiplication and division - Multiply and divide within 100 - Solve problems involving the four operations, and identify and explain patterns in arithmetic. Number and Operations in Base Ten - Use place value understanding and properties of operations to perform multi-digit arithmetic. A range of strategies and algorithms may be used. Number and Operations—Fractions - Develop understanding of fractions as numbers. Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8. Measurement and Data - Solve problems involving money, measurement, and estimation of intervals of time, liquid volumes, and masses of objects	Represent and solve problems involving x, / Understand properties of multiplication Multiply and Divide within 100 Solve problems involving the four operations Use place value understand and properties of operations Develop understanding of fractions as numbers Solve problems involving money, measurement.....

	• Represent and interpret data. • Geometric measurement: understand concepts of area and relate area to multiplication and to addition. • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. Geometry • Reason with shapes and their attributes.	Represent and Interpret data Geometric measurement -relate area to multiplication and addition Geometric measurement- perimeter as an attribute of plane figures Reason with shapes and their attributes
Handwriting	Write legibly (in print and cursive) all letters and numbers using correct formation and spacing (HWT)	
Technology	Use keyboarding skills to produce digital documents Use technology skills appropriately to support learning	
Social/ Emotional	Students should be able to appropriately express their wants and needs. Respond appropriately to adult directions. Students should be able to show respect and kindness to adults and peers Students need to be responsible for their own belongings and for resources in the school environment Students need to be able to take care of their personal needs Students need to engage in group activities as well as work independently for an appropriate amount of time. With support, students need to be able to problem solve and generate possible solutions to problems they encounter	

Sample K-3 Report Cards

[Kindergarten Standards Based Report Card Sample](#)

[First Grade Standards Based Report Card Sample](#)

[Second Grade Standards Based Report Card Sample](#)

[Third Grade Standards Based Report Card Sample](#)

As you view the student profile - click on the link to the right which will take you to a rubric which outlines the grade level standards.

Each heading in the profile and each mastery rubric corresponds with the headings and standards found on the report card.