

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)

### *Reading Standards for Literature - Key Ideas and Details – Students will:*

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RL.3.1]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	<b>Rating:</b> _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard

### *Reading Standards for Literature - Key Ideas and Details – Students will:*

2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [RL.3.2]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	<b>Rating:</b> _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard

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### *Reading Standards for Literature - Key Ideas and Details – Students will:*

<p>3. 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]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>		
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 65%; padding: 5px; vertical-align: top;"> <p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p> </td> <td style="width: 35%; padding: 5px; vertical-align: top;"> <p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                      1 - Partially Meets Criterion for Standard                      0 - Does Not Meet Criterion for Standard</p> </td> </tr> </table>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                      1 - Partially Meets Criterion for Standard                      0 - Does Not Meet Criterion for Standard</p>
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### *Reading Standards for Literature – Craft and Structure – Students will:*

<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [RL.3.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>		
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 65%; padding: 5px; vertical-align: top;"> <p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p> </td> <td style="width: 35%; padding: 5px; vertical-align: top;"> <p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                      1 - Partially Meets Criterion for Standard                      0 - Does Not Meet Criterion for Standard</p> </td> </tr> </table>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                      1 - Partially Meets Criterion for Standard                      0 - Does Not Meet Criterion for Standard</p>
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## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)

### *Reading Standards for Literature – Craft and Structure – Students will:*

<p>5. 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. [RL.3.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

### *Reading Standards for Literature – Craft and Structure – Students will:*

<p>6. Distinguish their own point of view from that of the narrator or those of the characters. [RL.3.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Reading Standards for Literature – Integration of Knowledge and Ideas – Students will:***

<p>7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). [RL.3.7]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards for Literature – Integration of Knowledge and Ideas – Students will:***

<p>8. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). [RL.3.9]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)

### *Reading Standards for Literature – Range of Reading and Level of Text Complexity – Students will:*

<p>9. 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. [RL.3.10]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

### *Reading Standards for Informational Text – Key Ideas and Details – Students will:*

<p>10. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RI.3.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Reading Standards for Informational Text - Key Ideas and Details – Students will:***

<p>11. Determine the main idea of a text; recount the key details and explain how they support the main idea. [RI.3.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards for Informational Text - Key Ideas and Details – Students will:***

<p>12. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect. [RI.3.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Reading Standards for Informational Text – Craft and Structure – Students will:***

<p>13. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>Grade 3 topic or subject area</i>. [RI.3.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards for Informational Text – Craft and Structure – Students will:***

<p>14. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [RI.3.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Reading Standards for Informational Text – Craft and Structure – Students will:***

<p>15. Distinguish their own point of view from that of the author of a text. [RI.3.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:***

<p>16. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). [RI.3.7]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>



**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:***

<p>17. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence). [RI.3.8]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:***

<p>18. Compare and contrast the most important points and key details presented in two texts on the same topic. [RI.3.9]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)

### *Reading Standards for Informational Text – Range of Reading and Level of Text Complexity – Students will:*

<p>19. 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. [RI.3.10]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

### *Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:*

<p>20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.3.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:***

<p>a. Identify and know the meaning of the most common prefixes and derivational suffixes. [RF.3.3a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:***

<p>b. Decode words with common Latin suffixes. [RF.3.3b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:***

<p>c. Decode multisyllable words. [RF.3.3c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:***

<p>d. Read grade-appropriate irregularly spelled words. [RF.3.3d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Reading Standards: Foundational Skills – Fluency – Students will:***

<p>21. Read with sufficient accuracy and fluency to support comprehension. [RF.3.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards: Foundational Skills – Fluency – Students will:***

<p>a. Read on-level text with purpose and understanding. [RF.3.4a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Reading Standards: Foundational Skills – Fluency – Students will:***

<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.3.4b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards: Foundational Skills – Fluency – Students will:***

<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.3.4c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Writing Standards: Text Types and Purposes – Students will:***

<p>22. Write opinion pieces on topics or texts, supporting a point of view with reasons. [W.3.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards: Text Types and Purposes – Students will:***

<p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. [W.3.1a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Writing Standards: Text Types and Purposes – Students will:***

<p>b. Provide reasons that support the opinion. [W.3.1b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Text Types and Purposes – Students will:***

<p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. [W.3.1c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>



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***Writing Standards – Text Types and Purposes – Students will:***

<p>d. Provide a concluding statement or section. [W.3.1d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Text Types and Purposes – Students will:***

<p>23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.3.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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***Writing Standards – Text Types and Purposes – Students will:***

<p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Text Types and Purposes – Students will***

<p>b. Develop the topic with facts, definitions, and details. [W.3.2b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

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***Writing Standards – Text Types and Purposes – Students will:***

<p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. [W.3.2c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Text Types and Purposes – Students will:***

<p>d. Provide a concluding statement or section. [W.3.2d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Writing Standards – Text Types and Purposes – Students will:***

<p>24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.3.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Text Types and Purposes – Students will:***

<p>a. Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.3.3a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Writing Standards – Text Types and Purposes – Students will:***

<p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [W.3.3b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Text Types and Purposes – Students will:***

<p>c. Use temporal words and phrases to signal event order. [W.3.3c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Writing Standards – Text Types and Purposes – Students will:***

<p>d. Provide a sense of closure. [W.3.3d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Production and Distribution of Writing – Students will:***

<p>25. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 22-24 above.) [W.3.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Writing Standards – Production and Distribution of Writing – Students will:***

<p>26. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-3.) [W.3.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Production and Distribution of Writing – Students will:***

<p>27. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. [W.3.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Writing Standards – Research to Build and Present Knowledge – Students will:***

<p>28. Conduct short research projects that build knowledge about a topic. [W.3.7]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Research to Build and Present Knowledge – Students will:***

<p>29. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. [W.3.8]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>



## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)

### *Writing Standards – Range of Writing – Students will:*

<p>30. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.3.10]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

### *Speaking and Listening Standards – Comprehension and Collaboration – Students will:*

<p>31. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. [SL.3.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)

### *Speaking and Listening Standards – Comprehension and Collaboration – Students will:*

<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.3.1a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

### *Speaking and Listening Standards – Comprehension and Collaboration – Students will:*

<p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.3.1b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Speaking and Listening Standards – Comprehension and Collaboration – Students will:***

<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [SL.3.1c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Speaking and Listening Standards – Comprehension and Collaboration – Students will:***

<p>d. Explain their own ideas and understanding in light of the discussion. [SL.3.1d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Speaking and Listening Standards – Comprehension and Collaboration – Students will:***

<p>32. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.3.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Speaking and Listening Standards – Comprehension and Collaboration – Students will:***

<p>33. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [SL.3.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:***

<p>34. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. [SL.3.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:***

<p>35. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. [SL.3.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers)::</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:***

<p>36. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 37 and 39 for specific expectations.) [SL.3.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Conventions of Standard English – Students will:***

<p>37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.3.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Language Standards – Conventions of Standard English – Students will:***

<p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [L.3.1a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Conventions of Standard English – Students will:***

<p>b. Form and use regular and irregular plural nouns. [L.3.1b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Language Standards – Conventions of Standard English – Students will:***

<p>c. Use abstract nouns (e.g., childhood). [L.3.1c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Conventions of Standard English – Students will:***

<p>d. Form and use regular and irregular verbs. [L.3.1d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>



**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Language Standards – Conventions of Standard English – Students will:***

<p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. [L.3.1e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Conventions of Standard English – Students will:***

<p>f. Ensure subject-verb and pronoun-antecedent agreement.* [L.3.1f]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Language Standards – Conventions of Standard English – Students will:***

<p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. [L.3.1g]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Conventions of Standard English – Students will:***

<p>h. Use coordinating and subordinating conjunctions. [L.3.1h]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Language Standards – Conventions of Standard English – Students will:***

<p>i. Produce simple, compound, and complex sentences. [L.3.1i]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Conventions of Standard English – Students will:***

<p>38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.3.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Language Standards – Conventions of Standard English – Students will:***

<p>a. Capitalize appropriate words in titles. [L.3.2a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Conventions of Standard English – Students will:***

<p>b. Use commas in addresses. [L.3.2b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Language Standards – Conventions of Standard English – Students will:***

<p>c. Use commas and quotation marks in dialogue. [L.3.2c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Conventions of Standard English – Students will:***

<p>d. Form and use possessives. [L.3.2d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Language Standards – Conventions of Standard English – Students will:***

<p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [L.3.2e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Conventions of Standard English – Students will:***

<p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [L.3.2f]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Language Standards – Conventions of Standard English – Students will:***

<p>g. Write legibly in cursive.</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Conventions of Standard English – Students will:***

<p>h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.3.2g]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Language Standards – Knowledge of Language – Students will:***

<p>39. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.3.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Knowledge of Language – Students will:***

<p>a. Choose words and phrases for effect.* [L.3.3a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>



**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Language Standards – Knowledge of Language – Students will:***

<p>b. Recognize and observe differences between the conventions of spoken and written Standard English. [L.3.3b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 3 reading and content</i>, choosing flexibly from a range of strategies. [L.3.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>a. Use sentence-level context as a clue to the meaning of a word or phrase. [L.3.4a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [L.3.4b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [L.3.4c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [L.3.4d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>41. Demonstrate understanding of word relationships and nuances in word meanings. [L.3.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). [L.3.5a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). [L.3.5b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). [L.3.5c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 3 (STANDARDS)**

***Language Standards – Vocabulary Acquisition and Use – Students will:***

42. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). [L.3.6]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):  <b>Rating:</b> _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard