

Midlothian ISD 3rd Grade ELAR Rubrics 2020-2021 - 1st 9-Weeks

Learning Targets		1 Not making appropriate progress towards target. Teacher assistance is required for success.	2 Demonstrates partial understanding or can perform portions of the target.	3 Meets expectations for target.
Developing and Sustaining Foundational Language Skills				
3.1 Listening and Speaking- Develops oral language through listening, speaking, and discussion.		Rarely listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.	Occasionally listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.	Consistently listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.
3.2 Phonetic Awareness and Decoding- Develops word structure knowledge through phonological awareness to communicate, decode, and spell .	3.2Ai-ii decoding multisyllabic words eigh, ough, en, closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	Requires teacher prompting and support to apply sound letter knowledge to decode multisyllabic and unfamiliar words: short vowels, final e, long a, long o, long i, long e, eigh, ough, and en.	Independently applies sound letter knowledge to decode multisyllabic and unfamiliar words: short vowels, final e, long a, long o, long i, long e, long e, eigh, ough, and en with occasional teacher support.	Independently and consistently applies sound letter knowledge to decode multisyllabic and unfamiliar words: short vowels, final e, long a, long o, long i, long e long e, eigh, ough, and en.
	3.2Aiii & 3.2Biii decoding and spelling compound words, contractions, and abbreviations;	Requires teacher prompting and support to decode and spell compound words, contractions, and abbreviations.	Independently decodes and spells compound words, contractions, and abbreviations with occasional teacher support .	Independently and consistently decodes and spells compound words, contractions, and abbreviations.
	3.2Bi Spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	Requires teacher prompting and support to spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	Independently spells multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables with occasional teacher support .	Independently and consistently spells multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
3.3 Uses and identifies newly acquired vocabulary expressively. Use knowledge of word relationships to determine the meaning of unknown words.	3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	Requires teacher prompting and support use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	Independently use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words occasional teacher support.	Independently and consistently use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words
	3.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	Requires teacher prompting and support in order to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	Independently can identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text, with occasional teacher support.	Independently and consistently identifies, uses, and explains the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.
3.4 Reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. 1st: 83, 2nd: 97, 3rd: 112, 4th: 112-160. DRA: 1st: N 2nd: O 3rd: O 4th: P	Fluency DRA			
Comprehension Skills				

3.6 Uses skills to help deepen understanding of increasingly complex texts	3.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	Requires teacher prompting and support in order to monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Independently monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down, with occasional teacher support .	Independently and consistently monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
	3.6F make inferences and use evidence to support understanding	Requires teacher prompting and support to make inferences and use evidence to support understanding.	Independently can make inferences and use evidence to support understanding with occasional teacher support .	Independently and consistently make inferences and use evidence to support understanding.
Response Skills				
3.7A/B Make and describe personal connections with the text and write responses to texts that demonstrate understanding.	3.7A Make and describe personal connections to a variety of sources, including self-selected texts.	Requires teacher prompting and support in order to make and describe personal connections to a variety of sources, including self-selected texts.	Independently makes and describes personal connections to a variety of sources, including self-selected texts, with occasional teacher support	Independently and consistently makes and describes personal connections to a variety of sources, including self-selected texts.
	3.7B write a response to a literary or informational text that demonstrates an understanding of a text	Requires teacher prompting and support in order to write a response to a literary or informational text that demonstrates an understanding of a text	Independently write a response to a literary or informational text that demonstrates an understanding of a text with occasional teacher support .	Independently and consistently write a response to a literary or informational text that demonstrates an understanding of a text
3.7D Retell and paraphrase multiple texts.		Requires teacher prompting and support in order to describe the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message.	Independently describes the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message, with occasional teacher support .	Independently and consistently describes the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message.
Author's Purpose and Craft				
3.10 Infer and explain the author's message or purpose.		Requires teacher prompting and support in order to identify the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.).	Independently identifies the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.), with occasional teacher support .	Independently and consistently identifies the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.).
Composition				
3.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.		Requires teacher prompting and support in planning a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	Independently plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping with occasional teacher support .	Independently and consistently plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

3.11B Develop drafts into a focused, structured, and coherent piece of writing.		Requires teacher prompting and support in order to develop drafts into a focused, structured, and coherent piece of writing.	Independently develop drafts into a focused, structured, and coherent piece of writing with occasional teacher support .	Independently and consistently develop drafts into a focused, structured, and coherent piece of writing.
3.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.		Requires teacher prompting and support in order to revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	Independently revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity with occasional teacher support .	Independently and consistently revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
3.11D Edit drafts using standard English conventions.		Requires teacher prompting and support in order to edit drafts using standard English conventions.	Independently edits drafts using standard English conventions, with occasional teacher support .	Independently and consistently edits drafts using standard English conventions.

Midlothian ISD 3rd Grade ELAR Rubrics 2020-2021 - 2nd 9-Weeks

Learning Targets		1 Not making appropriate progress towards target. Teacher assistance is required for success.	2 Demonstrates partial understanding or can perform portions of the target.	3 Meets expectations for target.
Developing and Sustaining Foundational Language Skills				
3.1 Listening and Speaking- Develops oral language through listening, speaking, and discussion.		Rarely listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.	Occasionally listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.	Consistently listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.
3.2 Phonetic Awareness and Decoding- Develops word structure knowledge through phonological awareness to communicate, decode, and spell .	3.2Aii,v decoding multisyllabic words with eigh, ough, en, closed syllables; open syllables; VCe syllables; vowel teams , including digraphs and diphthongs; r-controlled vowels; final stable syllables; and prefixes	Requires teacher prompting and support to apply sound letter knowledge to decode unfamiliar words: silent letters , 3 letter blends (spl, thr, squ, str), digraphs (sh, th, ph, ch, and str), r-controlled vowels, prefixes (pre, dis, mis), diphthongs (oi, ou), eigh, ough, and en.	Independently applies sound letter knowledge to decode unfamiliar words: silent letters, 3 letter blends (spl, thr, squ, str), digraphs (sh, th, ph, ch, and str), r-controlled vowels, prefixes (pre, dis, mis), diphthongs (oi, ou), eigh, ough, and en with occasional teacher support .	Independently and consistently applies sound letter knowledge to decode unfamiliar words: silent letters, 3 letter blends (spl, thr, squ, str), digraphs (sh, th, ph, ch, and str), r-controlled vowels, prefixes (pre, dis, mis), diphthongs (oi, ou), eigh, ough, and en.
	3.2Aiii & 3.2Biii decoding and spelling compound words, contractions, and abbreviations;	Requires teacher prompting and support to decode and spell compound words, contractions, and abbreviations.	Independently decodes and spells compound words, contractions, and abbreviations with occasional teacher support .	Independently and consistently decodes and spells compound words, contractions, and abbreviations.
	3.2Bi & 3.2Bvi Spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables and prefixes	Requires teacher prompting and support to spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables and prefixes	Independently spells multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables and prefixes with occasional teacher support .	Independently and consistently spells multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables and prefixes

3.3 Uses and identifies newly acquired vocabulary expressively. Use knowledge of word relationships to determine the meaning of unknown words.	3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	Requires teacher prompting and support use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	Independently use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words occasional teacher support.	Independently and consistently use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words
	3.3C identify and use the meaning of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful	Requires teacher prompting and support identify and use the meaning of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful	Independently identify and use the meaning of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful occasional teacher support.	Independently and consistently identify and use the meaning of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful
	3.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	Requires teacher prompting and support in order to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	Independently can identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text, with occasional teacher support.	Independently and consistently identifies, uses, and explains the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.
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Comprehension Skills				
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	3.6F make inferences and use evidence to support understanding	Requires teacher prompting and support to make inferences and use evidence to support understanding.	Independently can make inferences and use evidence to support understanding with occasional teacher support.	Independently and consistently make inferences and use evidence to support understanding.
Response Skills				
3.7A/B Make and describe personal connections with the text and write responses to texts that demonstrate understanding.	3.7A Make and describe personal connections to a variety of sources, including self-selected texts.	Requires teacher prompting and support in order to make and describe personal connections to a variety of sources, including self-selected texts.	Independently makes and describes personal connections to a variety of sources, including self-selected texts, with occasional teacher support	Independently and consistently makes and describes personal connections to a variety of sources, including self-selected texts.
	3.7B write a response to a literary or informational text that demonstrates an understanding of a text	Requires teacher prompting and support in order to write a response to a literary or informational text that demonstrates an understanding of a text	Independently write a response to a literary or informational text that demonstrates an understanding of a text with occasional teacher support.	Independently and consistently write a response to a literary or informational text that demonstrates an understanding of a text

3.7D Retell and paraphrase multiple texts.		Requires teacher prompting and support in order to describe the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message.	Independently describes the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message, with occasional teacher support .	Independently and consistently describes the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message.
Multiple Genres				
3.8A Infer the theme of a work.		Requires teacher prompting and support to infer the theme of a work.	Independently infer the theme of a work with occasional teacher support .	Independently and consistently infer the theme of a work.
3.8 B/C Explain the relationships and influences that characters, plot, and setting have on the meaning of texts.	3.8B-Explain the relationships among the major and minor characters	Requires teacher prompting and support in order to explain the relationships among the major and minor characters.	Independently explain the relationships among the major and minor characters, with occasional teacher support .	Independently and consistently explain the relationships among the major and minor characters.
	3.8C-Analyze plot elements, including the sequence of events, the conflict, and the resolution.	Requires teacher prompting and support in order to analyze plot elements, including the sequence of events, the conflict, and the resolution.	Independently analyze plot elements, including the sequence of events, the conflict, and the resolution, with occasional teacher support .	Independently and consistently analyze plot elements, including the sequence of events, the conflict, and the resolution.
Author's Purpose and Craft				
3.10 Infer and explain the author's message or purpose.		Requires teacher prompting and support in order to identify the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.).	Independently identifies the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.), with occasional teacher support .	Independently and consistently identifies the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.).
3.10B/C Explain how authors use structure and graphics to communicate meaning.	3.10B explain how the use of text structure contributes to the author's purpose. May include: cause/effect, problem/solution, sequence, and description	Requires teacher prompting and support to explain how the author's use of text structure contributes to the purpose.	Independently explains how the author's use of text structure contributes to the purpose with occasionally teacher support .	Independently explains how the author's use of text structure contributes to the purpose.
	3.10C recognize and explain the author's use of print and graphic features to achieve specific purposes. May include: headings, glossaries, tables, maps, photographs, graphs, timelines, bullets, and bold and italicized font.	Requires teacher prompting and support in order to identify and explain the author's use of print and graphic features	Independently identifies and explains the author's use of print and graphic features with occasional teacher support .	Independently and consistently identifies and explains the author's use of print and graphic features.
3.10D Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;		Requires teacher prompting and support to describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.	Independently describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes, with occasional teacher support .	Independently and consistently describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

Composition				
3.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.		Requires teacher prompting and support in planning a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	Independently plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping with occasional teacher support .	Independently and consistently plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
3.11B Develop drafts into a focused, structured, and coherent piece of writing.		Requires teacher prompting and support in order to develop drafts into a focused, structured, and coherent piece of writing.	Independently develop drafts into a focused, structured, and coherent piece of writing with occasional teacher support .	Independently and consistently develop drafts into a focused, structured, and coherent piece of writing.
3.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.		Requires teacher prompting and support in order to revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	Independently revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity with occasional teacher support .	Independently and consistently revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
3.11D Edit drafts using standard English conventions.		Requires teacher prompting and support in order to edit drafts using standard English conventions.	Independently edits drafts using standard English conventions, with occasional teacher support .	Independently and consistently edits drafts using standard English conventions.

Midlothian ISD 3rd Grade ELAR Rubrics 2020-2021 - 3rd 9-Weeks

Learning Targets		1 Not making appropriate progress towards target. Teacher assistance is required for success.	2 Demonstrates partial understanding or can perform portions of the target.	3 Meets expectations for target.
Developing and Sustaining Foundational Language Skills				
3.1 Listening and Speaking- Develops oral language through listening, speaking, and discussion.		Rarely listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.	Occasionally listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.	Consistently listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.
3.2 Phonetic Awareness and Decoding- Develops word structure knowledge through phonological awareness to communicate, decode, and spell .	3.2Aii, vi decoding multisyllabic words with closed syllables ; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; y to i.	Requires teacher prompting and support to apply sound letter knowledge to decode unfamiliar words: oo, ew, u_e, ue, u, ui, ou, plural words, y to i, and open syllables.	Independently applies sound letter knowledge to decode unfamiliar words: oo, ew, u_e, ue, u, ui, ou, plural words, y to i, and open syllables with occasional teacher support.	Independently and consistently applies sound letter knowledge to decode unfamiliar words: oo, ew, u_e, ue, u, ui, ou, plural words, y to i, and open syllables.
	3.2Aiii & 3.2Biii decoding and spelling compound words, contractions, and abbreviations;	Requires teacher prompting and support to decode and spell compound words, contractions, and abbreviations.	Independently decodes and spells compound words, contractions, and abbreviations with occasional teacher support .	Independently and consistently decodes and spells compound words, contractions, and abbreviations.

	3.2Bi & 3.2Bvii Spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables and suffixes, changing y to i	Requires teacher prompting and support to spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables and suffixes, changing y to i	Independently spells multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; and final stable syllables and suffixes, changing y to i with occasional teacher support .	Independently and consistently spells multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables and suffixes, changing y to i
3.3 Uses and identifies newly acquired vocabulary expressively. Use knowledge of word relationships to determine the meaning of unknown words.	3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	Requires teacher prompting and support use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	Independently use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words occasional teacher support .	Independently and consistently use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words
	3.3C identify and use the meaning of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful	Requires teacher prompting and support identify and use the meaning of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful	Independently identify and use the meaning of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful occasional teacher support .	Independently and consistently identify and use the meaning of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful
	3.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	Requires teacher prompting and support in order to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	Independently can identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text, with occasional teacher support .	Independently and consistently identifies, uses, and explains the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.
3.4 Reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. 1st: 83, 2nd: 97, 3rd: 112, 4th: 112-160- DRA: 1st: N 2nd: O 3rd: O 4th: P	Fluency DRA			
Comprehension Skills				
3.6 Uses skills to help deepen understanding of increasingly complex texts	3.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	Requires teacher prompting and support in order to monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Independently monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down, with occasional teacher support .	Independently and consistently monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
	3.6F make inferences and use evidence to support understanding	Requires teacher prompting and support to make inferences and use evidence to support understanding.	Independently can make inferences and use evidence to support understanding with occasional teacher support .	Independently and consistently make inferences and use evidence to support understanding.
Response Skills				
3.7A/B Make and describe personal connections with the text and write responses to texts that demonstrate understanding.	3.7A Make and describe personal connections to a variety of sources, including self-selected texts.	Requires teacher prompting and support in order to make and describe personal connections to a variety of sources, including self-selected texts.	Independently makes and describes personal connections to a variety of sources, including self-selected texts, with occasional teacher support	Independently and consistently makes and describes personal connections to a variety of sources, including self-selected texts.
	3.7B write a response to a literary or informational text that demonstrates an understanding of a text	Requires teacher prompting and support in order to write a response to a literary or informational text that demonstrates an understanding of a text	Independently write a response to a literary or informational text that demonstrates an understanding of a text with occasional teacher support .	Independently and consistently write a response to a literary or informational text that demonstrates an understanding of a text

3.7D Retell and paraphrase multiple texts.		Requires teacher prompting and support in order to describe the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message.	Independently describes the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message, with occasional teacher support .	Independently and consistently describes the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message.
Multiple Genres				
3.8A Infer the theme of a work.		Requires teacher prompting and support to infer the theme of a work.	Independently infer the theme of a work with occasional teacher support .	Independently and consistently infer the theme of a work.
3.8 B/C Explain the relationships and influences that characters, plot, and setting have on the meaning of texts.	3.8B-Explain the relationships among the major and minor characters	Requires teacher prompting and support in order to explain the relationships among the major and minor characters.	Independently explain the relationships among the major and minor characters, with occasional teacher support .	Independently and consistently explain the relationships among the major and minor characters.
	3.8C-Analyze plot elements, including the sequence of events, the conflict, and the resolution.	Requires teacher prompting and support in order to analyze plot elements, including the sequence of events, the conflict, and the resolution.	Independently analyze plot elements, including the sequence of events, the conflict, and the resolution, with occasional teacher support .	Independently and consistently analyze plot elements, including the sequence of events, the conflict, and the resolution.
3.9 Recognize organizational patterns in informational texts.		Requires teacher prompting and support to recognize organizational patterns in informational texts.	Independently recognize organizational patterns in informational texts with occasional teacher support .	Independently and consistently recognize organizational patterns in informational texts.
Author's Purpose and Craft				
3.10 Infer and explain the author's message or purpose.		Requires teacher prompting and support in order to identify the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.).	Independently identifies the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.), with occasional teacher support .	Independently and consistently identifies the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.).
3.10B/C Explain how authors use structure and graphics to communicate meaning.	3.10B explain how the use of text structure contributes to the author's purpose. May include: cause/effect, problem/solution, sequence, and description	Requires teacher prompting and support to explain how the author's use of text structure contributes to the purpose.	Independently explains how the author's use of text structure contributes to the purpose with occasionally teacher support .	Independently explains how the author's use of text structure contributes to the purpose.
	3.10C recognize and explain the author's use of print and graphic features to achieve specific purposes. May include: headings, glossaries, tables, maps, photographs, graphs, timelines, bullets, and bold and italicized font.	Requires teacher prompting and support in order to identify and explain the author's use of print and graphic features	Independently identifies and explains the author's use of print and graphic features with occasional teacher support .	Independently and consistently identifies and explains the author's use of print and graphic features.

3.10D Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;		Requires teacher prompting and support to describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.	Independently describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes, with occasional teacher support .	Independently and consistently describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.
Composition				
3.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.		Requires teacher prompting and support in planning a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	Independently plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping with occasional teacher support .	Independently and consistently plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
3.11B Develop drafts into a focused, structured, and coherent piece of writing.		Requires teacher prompting and support in order to develop drafts into a focused, structured, and coherent piece of writing.	Independently develop drafts into a focused, structured, and coherent piece of writing with occasional teacher support .	Independently and consistently develop drafts into a focused, structured, and coherent piece of writing.
3.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.		Requires teacher prompting and support in order to revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	Independently revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity with occasional teacher support .	Independently and consistently revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
3.11D Edit drafts using standard English conventions.		Requires teacher prompting and support in order to edit drafts using standard English conventions.	Independently edits drafts using standard English conventions, with occasional teacher support .	Independently and consistently edits drafts using standard English conventions.
3.2 Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between letters and words.		Requires teacher prompting and support in order to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between letters and words.	Independently write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between letters and words, with occasional teacher support .	Independently and consistently write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between letters and words.
Inquiry and Research				
3.13 Use research skills to plan and present information in multiple ways.		Requires teacher prompting and support when using research skills to plan and present information in multiple ways.	Independently uses research skills to plan and present information in multiple ways, occasional teacher support .	Independently and consistently use research skills to plan and present information in multiple ways.
Midlothian ISD 3rd Grade ELAR Rubrics 2020-2021 - 4th 9-Weeks				
Learning Targets		1 Not making appropriate progress towards target. Teacher assistance is required for success.	2 Demonstrates partial understanding or can perform portions of the target.	3 Meets expectations for target.
Developing and Sustaining Foundational Language Skills				
3.1 Listening and Speaking- Develops oral language through listening, speaking, and discussion.		Rarely listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.	Occasionally listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.	Consistently listens actively, collaborates with others, asks relevant questions to clarify information, and answers questions appropriately.

3.2 Phonetic Awareness and Decoding- Develops word structure knowledge through phonological awareness to communicate, decode, and spell .	3.2Aii, vi decoding multisyllabic words with closed syllables; open syllables; VCe syllables ; vowel teams, including digraphs and diphthongs ; r-controlled syllables; and final stable syllables (consonant + le); y to i.	Requires teacher prompting and support to apply sound letter knowledge to decode unfamiliar words: compound words, y to i, syllabic endings, closed endings, open syllables, prefixes, consonant + le , vowel teams, r-controlled vowels, suffixes (-ful, -less, -ly) .	Independently applies sound letter knowledge to decode unfamiliar words: compound words, y to i, syllabic endings, closed endings, open syllables, prefixes, consonant + le , vowel team, r-controlled vowels, suffixes (-ful, -less, -ly) with occasional teacher support .	Independently and consistently applies sound letter knowledge to decode unfamiliar words: compound words, y to i, syllabic endings, closed endings, open syllables, prefixes, consonant + le , vowel teams, r-controlled vowels, suffixes (-ful, -less, -ly) .
	3.2Aiii & 3.2Biii decoding and spelling compound words, contractions, and abbreviations;	Requires teacher prompting and support to decode and spell compound words, contractions, and abbreviations.	Independently decodes and spells compound words, contractions, and abbreviations with occasional teacher support .	Independently and consistently decodes and spells compound words, contractions, and abbreviations.
	3.2Bi & 3.2Bvii Spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables and suffixes, changing y to i	Requires teacher prompting and support to spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables and suffixes, changing y to i	Independently spells multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; and final stable syllables and suffixes, changing y to i with occasional teacher support .	Independently and consistently spells multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables and suffixes, changing y to i
3.3 Uses and identifies newly acquired vocabulary expressively. Use knowledge of word relationships to determine the meaning of unknown words.	3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	Requires teacher prompting and support use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	Independently use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words occasional teacher support .	Independently and consistently use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words
	3.3C identify and use the meaning of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful	Requires teacher prompting and support identify and use the meaning of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.	Independently identify and use the meaning of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful occasional teacher support .	Independently and consistently identify and use the meaning of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.
	3.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	Requires teacher prompting and support in order to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	Independently can identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text, with occasional teacher support .	Independently and consistently identifies, uses, and explains the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.
3.4 Reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. 1st: 83, 2nd: 97, 3rd: 112, 4th: 112-160- DRA: 1st: N 2nd: O 3rd: O 4th: P	Fluency DRA			
Comprehension Skills				
3.6 Uses skills to help deepen understanding of increasingly complex texts	3.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	Requires teacher prompting and support in order to monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Independently monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down, with occasional teacher support .	Independently and consistently monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

	3.6F make inferences and use evidence to support understanding	Requires teacher prompting and support to make inferences and use evidence to support understanding.	Independently can make inferences and use evidence to support understanding with occasional teacher support .	Independently and consistently make inferences and use evidence to support understanding.
Response Skills				
3.7A/B Make and describe personal connections with the text and write responses to texts that demonstrate understanding.	3.7A Make and describe personal connections to a variety of sources, including self-selected texts.	Requires teacher prompting and support in order to make and describe personal connections to a variety of sources, including self-selected texts.	Independently makes and describes personal connections to a variety of sources, including self-selected texts, with occasional teacher support	Independently and consistently makes and describes personal connections to a variety of sources, including self-selected texts.
	3.7B write a response to a literary or informational text that demonstrates an understanding of a text	Requires teacher prompting and support in order to write a response to a literary or informational text that demonstrates an understanding of a text	Independently write a response to a literary or informational text that demonstrates an understanding of a text with occasional teacher support .	Independently and consistently write a response to a literary or informational text that demonstrates an understanding of a text
3.7D Retell and paraphrase multiple texts.		Requires teacher prompting and support in order to describe the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message.	Independently describes the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message, with occasional teacher support .	Independently and consistently describes the beginning, middle, and end of a text with attention to important details and sequence. Teacher assistance is still needed to incorporate applicable vocabulary and language from the text as necessary and identify key ideas in a section of text and/or a whole text. Differentiating between significant and less significant details is difficult and student is unable to restate ideas from a text using one's own words while maintaining the author's intended message.
Multiple Genres				
3.8A Infer the theme of a work.		Requires teacher prompting and support to infer the theme of a work.	Independently infer the theme of a work with occasional teacher support .	Independently and consistently infer the theme of a work.
3.8 B/C Explain the relationships and influences that characters, plot, and setting have on the meaning of texts.	3.8B -Explain the relationships among the major and minor characters	Requires teacher prompting and support in order to explain the relationships among the major and minor characters.	Independently explain the relationships among the major and minor characters, with occasional teacher support .	Independently and consistently explain the relationships among the major and minor characters.
	3.8C -Analyze plot elements, including the sequence of events, the conflict, and the resolution.	Requires teacher prompting and support in order to analyze plot elements, including the sequence of events, the conflict, and the resolution.	Independently analyze plot elements, including the sequence of events, the conflict, and the resolution, with occasional teacher support .	Independently and consistently analyze plot elements, including the sequence of events, the conflict, and the resolution.
3.9 Recognize organizational patterns in informational texts.		Requires teacher prompting and support to recognize organizational patterns in informational texts.	Independently recognize organizational patterns in informational texts with occasional teacher support .	Independently and consistently recognize organizational patterns in informational texts.
Author's Purpose and Craft				
3.10 Infer and explain the author's message or purpose.		Requires teacher prompting and support in order to identify the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.).	Independently identifies the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.), with occasional teacher support .	Independently and consistently identifies the author's stated or implied message (to inform, persuade, entertain, describe, analyze, explain, etc.).

3.10B/C Explain how authors use structure and graphics to communicate meaning.	3.10B explain how the use of text structure contributes to the author's purpose. May include: cause/effect, problem/solution, sequence, and description	Requires teacher prompting and support to explain how the author's use of text structure contributes to the purpose.	Independently explains how the author's use of text structure contributes to the purpose with occasional teacher support.	Independently explains how the author's use of text structure contributes to the purpose.
	3.10C recognize and explain the author's use of print and graphic features to achieve specific purposes. May include: headings, glossaries, tables, maps, photographs, graphs, timelines, bullets, and bold and italicized font.	Requires teacher prompting and support in order to identify and explain the author's use of print and graphic features	Independently identifies and explains the author's use of print and graphic features with occasional teacher support.	Independently and consistently identifies and explains the author's use of print and graphic features.
3.10D Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;		Requires teacher prompting and support to describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.	Independently describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes, with occasional teacher support .	Independently and consistently describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.
Composition				
3.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.		Requires teacher prompting and support in planning a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	Independently plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping with occasional teacher support.	Independently and consistently plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
3.11B Develop drafts into a focused, structured, and coherent piece of writing.		Requires teacher prompting and support in order to develop drafts into a focused, structured, and coherent piece of writing.	Independently develop drafts into a focused, structured, and coherent piece of writing with occasional teacher support .	Independently and consistently develop drafts into a focused, structured, and coherent piece of writing.
3.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.		Requires teacher prompting and support in order to revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	Independently revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity with occasional teacher support .	Independently and consistently revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
3.11D Edit drafts using standard English conventions.		Requires teacher prompting and support in order to edit drafts using standard English conventions.	Independently edits drafts using standard English conventions, with occasional teacher support .	Independently and consistently edits drafts using standard English conventions.
3.2 Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between letters and words.		Requires teacher prompting and support in order to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between letters and words.	Independently write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between letters and words, with occasional teacher support .	Independently and consistently write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between letters and words.
Inquiry and Research				
3.13 Use research skills to plan and present information in multiple ways.		Requires teacher prompting and support when using research skills to plan and present information in multiple ways.	Independently uses research skills to plan and present information in multiple ways, occasional teacher support.	Independently and consistently use research skills to plan and present information in multiple ways.