



Grade 3 ELA Rubric

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Reading Literature

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Key Ideas and Details (R.L.3.1, R.L.3.2, R.L.3.3) Unit 1, Unit 2, Unit 3, Unit 4, Unit 8 Uses key ideas and details to demonstrate comprehension of a text			
1, 2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> ask or answer questions about key details in a text use words, pictures, or sentences to help determine details in a text retell stories in chronological order describe characters traits, feeling, motivations and actions 	<ul style="list-style-type: none"> asks and answer some questions that show understanding about key details in a text, citing textual evidence uses words, pictures, or sentences to help determine the key details in a text chronologically retells stories, and demonstrates an understanding of the central message, lesson or moral and explains using key details in the text describes how characters traits, feelings, motivations and actions move along the sequence of events and add to the plot of the story 	<ul style="list-style-type: none"> asks and answers questions to understand key details in a text, citing textual evidence uses words, pictures, and sentences to help determine the key details in a text chronologically retells stories, and demonstrates an understanding of the central message, lesson or moral and explains using key details in the text describes how characters traits, feelings, motivations and actions move along the sequence of events and add to the plot of the story
Craft and Structure (R.L.3.4, R.L.3.5, RL.3.6) Unit 2, Unit 4, Unit 8 Uses craft and structure from the text to comprehend			
1, 2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> determine the meaning of words and phrases to help understand the text use words and phrases in the text to infer meaning understand the function of parts (chapter, scene and stanza) of stories, dramas and poems identify the point of view of the narrator or characters in text 	<ul style="list-style-type: none"> determines the meaning of words and phrases to help understand the text uses words and phrases in the text to infer meaning understands the function of parts (chapter, scene and stanza) of stories, dramas and poems identifies the point of view of the narrator or characters in text 	<ul style="list-style-type: none"> determines the meaning of words and phrases to help understand the text uses words and phrases in the text to infer meaning understands the function of parts (chapter, scene and stanza) of stories, dramas and poems and uses this knowledge to help them see how each part builds upon a previous section identifies the point of view of the narrator or characters in text and distinguishes from their own point of view

Integration of Knowledge and Ideas (R.L.3.7, R.L.3.9) Unit 1, Unit 4

Analyzes and evaluates information from the text

1, 2	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> • use the illustrations in a text to deepen their understanding of a text • compare or contrast the themes, settings, or plots of stories 	<ul style="list-style-type: none"> • explains how illustrations in a text enhance the meaning conveyed by the words • explains how the illustrations contribute to the mood in the text or reveal aspects of characters, plot, or setting that were not specifically stated in the words of the text • compares or contrasts the themes, settings, or plots of stories written by the same author about the same or similar characters in books 	<ul style="list-style-type: none"> • explains how illustrations in a text enhance the meaning conveyed by the words • explains how the illustrations contribute to the mood in the text or reveal aspects of characters, plot, and setting that were not specifically stated in the words of the text • compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters in books
3	<i>Not explicitly taught. Ongoing instruction provided to work towards mastery.</i>		

Reading Informational

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently

Key Ideas and Details (RI.3.1, RI.3.2, RI.3.3) Unit 5, Unit 6, Unit 7, Unit 8

Demonstrates comprehension of a text

1			
2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> • ask and answer questions about key details in a text • determine the main idea of a text or recount the key details • describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedures 	<ul style="list-style-type: none"> • asks and answers some questions about key details in a text, citing text evidence • determines the main idea of a text and recounts the key details • describes the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedures using language that pertains to time, sequence, and cause/effect 	<ul style="list-style-type: none"> • asks and answers questions to understand key details in a text, citing text evidence • determines the main idea of a text, recounts the key details and explains how they support the main idea • describes the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedures, using language that pertains to time, sequence, and cause/effect

Craft and Structure (RI.3.4) Unit 5, Unit 6, Unit 7, Vocabulary Lessons

Uses information from the text to figure out meaning of words

1			
2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> use a strategy to figure out the meaning of words and phrases in a text 	<ul style="list-style-type: none"> uses some strategies to figure out the meaning of words and phrases in a text <ul style="list-style-type: none"> illustrations or photos text features (titles, bolded words, headings, captions) repeated words or synonyms topic of the text 	<ul style="list-style-type: none"> uses strategies to figure out the meaning of words and phrases in a text <ul style="list-style-type: none"> illustrations or photos text features (titles, bolded words, headings, captions) repeated words or synonyms topic of the text

Craft and Structure (RI.3.5, RI.3.6) Unit 6, Unit 7, Unit 8

Uses text features to locate information and identify main purpose of a text

1			
2	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> use text features or search tools to locate information on a specific topic 	<ul style="list-style-type: none"> uses text features and search tools (key words, sidebars, hyperlinks) to locate information on a specific topic 	<ul style="list-style-type: none"> uses text features and search tools (key words, sidebars, hyperlinks) to locate information on a specific topic
3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> use text features or search tools to locate information on a specific topic determine the author's point of view 	<ul style="list-style-type: none"> uses text features and search tools (key words, sidebars, hyperlinks) to locate information on a specific topic determines the author's point of view 	<ul style="list-style-type: none"> uses text features and search tools (key words, sidebars, hyperlinks) to locate information on a specific topic determines the author's point of view and distinguishes from their own point of view

Integration or Knowledge of Ideas (RI.3.7, RI.3.8, RI.3.9) Unit 5, Unit 6, Unit 7, Unit 8

Analyzes and evaluates information from a text

1			
2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> use information gained from illustrations and the words in a text to demonstrate understanding of the text (ex: where, when, why and how key events occur) describe the logical connection between particular sentences and paragraphs in a text (ex: comparison, cause/effect, first/second/third in a sequence) compare or contrast the most important 	<ul style="list-style-type: none"> uses information gained from illustrations and the words in a text to demonstrate understanding of the text (ex: where, when, why and how key events occur) describes the logical connection between particular sentences and paragraphs in a text (ex: comparison, cause/effect, first/second/third in a sequence) compares or contrasts the most important points and key details presented by two 	<ul style="list-style-type: none"> uses information gained from illustrations and the words in a text to demonstrate understanding of the text (ex: where, when, why and how key events occur) describes the logical connection between particular sentences and paragraphs in a text (ex: comparison, cause/effect, first/second/third in a sequence) compares and contrasts the most important points and key details presented by two

	points and key details presented by two texts on the same topic	texts on the same topic	texts on the same topic
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Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Uses Grade Appropriate Writing Skills for Various Purposes (W.3.1, W.3.2, W.3.3)			
1	shows limited progress or is unable to <ul style="list-style-type: none"> write for various purposes 	<ul style="list-style-type: none"> writes some sentences for various purposes that contain a complete thought writes with a main idea in mind writes with individual expression/creativity 	<ul style="list-style-type: none"> writes multiple sentences for various purposes using sentences that contain a complete thought writes with a main idea in mind and stays on topic writes with individual expression/creativity
Applies Grammar and Usage When Writing (L.3.1)			
1	shows limited progress or is unable to <ul style="list-style-type: none"> forms and uses frequently occurring nouns form and uses verbs use adjectives and adverbs 	<ul style="list-style-type: none"> uses frequently some occurring nouns (regular, irregular, abstract ex: childhood) uses some regular and irregular verbs and makes sure that there is subject/verb agreement uses some adjectives and adverbs produces a variety of sentences throughout their writing (simple, compound, complex) 	<ul style="list-style-type: none"> uses frequently occurring nouns (regular, irregular, abstract ex: childhood) uses regular and irregular verbs and makes sure that there is subject/verb agreement uses a variety of adjectives and adverbs throughout their writing produces a variety of sentences throughout their writing (simple, compound, complex)
Applies Capitalization, Punctuation and Spelling when Writing (L3.2)			
1	shows limited progress or is unable to <ul style="list-style-type: none"> capitalize words and titles use punctuation appropriately use apostrophes to form contractions and frequently occurring possessives write beginning, middle and end sounds to represent words 	<ul style="list-style-type: none"> capitalizes some words and titles uses some punctuation appropriately uses apostrophes to form contractions and frequently occurring possessives writes beginning, middle and end sounds to represent words, using approximated or conventional spelling 	<ul style="list-style-type: none"> capitalizes appropriate words and titles uses punctuation appropriately including commas and quotation marks in dialogue uses possessives (ex: Karthik's desk) uses grade-appropriate spelling patterns

Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Fiction/Narratives (W.3.3)			
1, 2	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> communicate ideas use elements of a fiction genre include descriptive vocabulary 	<ul style="list-style-type: none"> communicates ideas shows some elements of the fiction genre, realistic or imaginary experiences or events <ul style="list-style-type: none"> introduces a narrator/characters uses dialogue describes actions, thoughts and feelings uses temporal words/phrases includes a strong opening includes a sense of closure includes varied, descriptive vocabulary and begins to include sensory details 	<ul style="list-style-type: none"> communicates ideas, stays on topic and organizes events in sequence shows elements of the fiction genre, realistic or imaginary experiences or events <ul style="list-style-type: none"> introduces a narrator/characters uses dialogue describes actions, thoughts and feelings uses temporal words/phrases includes a strong opening includes a sense of closure includes varied, descriptive vocabulary including sensory details
Applies Grammar and Usage When Writing (L.3.1)			
1, 2	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> forms and uses frequently occurring nouns form and uses verbs use adjectives and adverbs 	<ul style="list-style-type: none"> uses frequently some occurring nouns (regular, irregular, abstract ex: childhood) uses some regular and irregular verbs and makes sure that there is subject/verb agreement uses some adjectives and adverbs produces a variety of sentences throughout their writing (simple, compound, complex) 	<ul style="list-style-type: none"> uses frequently occurring nouns (regular, irregular, abstract ex: childhood) uses regular and irregular verbs and makes sure that there is subject/verb agreement uses a variety of adjectives and adverbs throughout their writing produces a variety of sentences throughout their writing (simple, compound, complex)
Applies Capitalization, Punctuation, and Spelling when Writing (L.3.2)			
1, 2	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> capitalize words and titles use punctuation appropriately use apostrophes to form contractions and frequently occurring possessives write beginning, middle and end sounds to represent words 	<ul style="list-style-type: none"> capitalizes some words and titles uses some punctuation appropriately uses apostrophes to form contractions and frequently occurring possessives writes beginning, middle and end sounds to represent words, using approximated or conventional spelling 	<ul style="list-style-type: none"> capitalizes appropriate words and titles uses punctuation appropriately including commas and quotation marks in dialogue uses possessives (ex: Karthik's desk) uses grade-appropriate spelling patterns

Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Informational, Non-Fiction (W.3.2)			
2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> communicate ideas show elements of the non-fiction genre 	<ul style="list-style-type: none"> communicates ideas shows some elements of the non-fiction genre: <ul style="list-style-type: none"> uses accurate, necessary information definitions table of contents subtopics with headings illustrations captions concluding statement/section connects ideas logically from one to the next using some linking words/phrases begins to use their own words to express information contains some varied, descriptive vocabulary 	<ul style="list-style-type: none"> communicates ideas and stays on topic shows elements of the non-fiction genre: <ul style="list-style-type: none"> uses accurate, necessary information definitions table of contents subtopics with headings illustrations captions concluding statement/section connects ideas logically from one to the next using linking words/phrases information is expressed in the writer's own words contains varied and descriptive vocabulary
Applies Grammar and Usage When Writing (L.3.1)			
2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> forms and uses frequently occurring nouns form and uses verbs use adjectives and adverbs 	<ul style="list-style-type: none"> uses frequently some occurring nouns (regular, irregular, abstract ex: childhood) uses some regular and irregular verbs and makes sure that there is subject/verb agreement uses some adjectives and adverbs produces a variety of sentences throughout their writing (simple, compound, complex) 	<ul style="list-style-type: none"> uses frequently occurring nouns (regular, irregular, abstract ex: childhood) uses regular and irregular verbs and makes sure that there is subject/verb agreement uses a variety of adjectives and adverbs throughout their writing produces a variety of sentences throughout their writing (simple, compound, complex)
Applies Capitalization, Punctuation, and Spelling when Writing (L.3.2)			
2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> capitalize words and titles use punctuation appropriately use apostrophes to form contractions and frequently occurring possessives write beginning, middle and end sounds to represent words 	<ul style="list-style-type: none"> capitalizes some words and titles uses some punctuation appropriately uses apostrophes to form contractions and frequently occurring possessives writes beginning, middle and end sounds to represent words, using approximated or conventional spelling 	<ul style="list-style-type: none"> capitalizes appropriate words and titles uses punctuation appropriately including commas and quotation marks in dialogue uses possessives (ex: Karthik's desk) uses grade-appropriate spelling patterns

Writing and Language

Trimeter	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Opinion (W.3.1)			
3	shows limited progress or is unable to <ul style="list-style-type: none"> communicate ideas state opinion clearly 	<ul style="list-style-type: none"> communicates ideas shows some elements of an opinion piece: <ul style="list-style-type: none"> states opinion and gives reasons why reasons to support linking words/phrases (ex: because, therefore, since, for example) includes an engaging, clear opening concluding statement/section contains some varied and descriptive vocabulary 	<ul style="list-style-type: none"> communicates ideas and stays on topic shows elements of an opinion piece: <ul style="list-style-type: none"> states opinion and gives reasons why reasons to support linking words/phrases (ex: because, therefore, since, for example) includes an engaging, clear opening concluding statement/section contains varied and descriptive vocabulary
Applies Grammar and Usage When Writing (L.3.1)			
3	shows limited progress or is unable to <ul style="list-style-type: none"> forms and uses frequently occurring nouns form and uses verbs use adjectives and adverbs 	<ul style="list-style-type: none"> uses frequently some occurring nouns (regular, irregular, abstract ex: childhood) uses some regular and irregular verbs and makes sure that there is subject/verb agreement uses some adjectives and adverbs produces a variety of sentences throughout their writing (simple, compound, complex) 	<ul style="list-style-type: none"> uses frequently occurring nouns (regular, irregular, abstract ex: childhood) uses regular and irregular verbs and makes sure that there is subject/verb agreement uses a variety of adjectives and adverbs throughout their writing produces a variety of sentences throughout their writing (simple, compound, complex)
Applies Capitalization, Punctuation, and Spelling when Writing (L.3.2)			
3	shows limited progress or is unable to <ul style="list-style-type: none"> capitalize words and titles use punctuation appropriately use apostrophes to form contractions and frequently occurring possessives write beginning, middle and end sounds to represent words 	<ul style="list-style-type: none"> capitalizes some words and titles uses some punctuation appropriately uses apostrophes to form contractions and frequently occurring possessives writes beginning, middle and end sounds to represent words, using approximated or conventional spelling 	<ul style="list-style-type: none"> capitalizes appropriate words and titles uses punctuation appropriately including commas and quotation marks in dialogue uses possessives (ex: Karthik's desk) uses grade-appropriate spelling patterns

Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Understands and Applies New Vocabulary (L.3.4, L.3.5)			
1, 2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> determine the meaning of unknown words use words and phrases acquired through conversations, reading or being read to 	<ul style="list-style-type: none"> determines the meaning of unknown and multiple-meaning words and phrases on grade 3 reading and content using some of the following: <ul style="list-style-type: none"> context clues root words affixes (care/careless,heat/preheat) glossaries and dictionaries applies some words and phrases acquired through conversations, reading and/or being read to tells the difference between some literal and nonliteral meanings of words and phrases in context (ex: take steps) understands some shades of meaning among related words (ex:knew, believed, suspected, heard, wondered) 	<ul style="list-style-type: none"> determines the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content using: <ul style="list-style-type: none"> context clues root words affixes (care/careless,heat/preheat) glossaries and dictionaries applies words and phrases acquired through conversations, reading and being read to tells the difference between literal and nonliteral meanings of words and phrases in context (ex: take steps) understands shades of meaning among related words (ex:knew, believed, suspected, heard, wondered)