

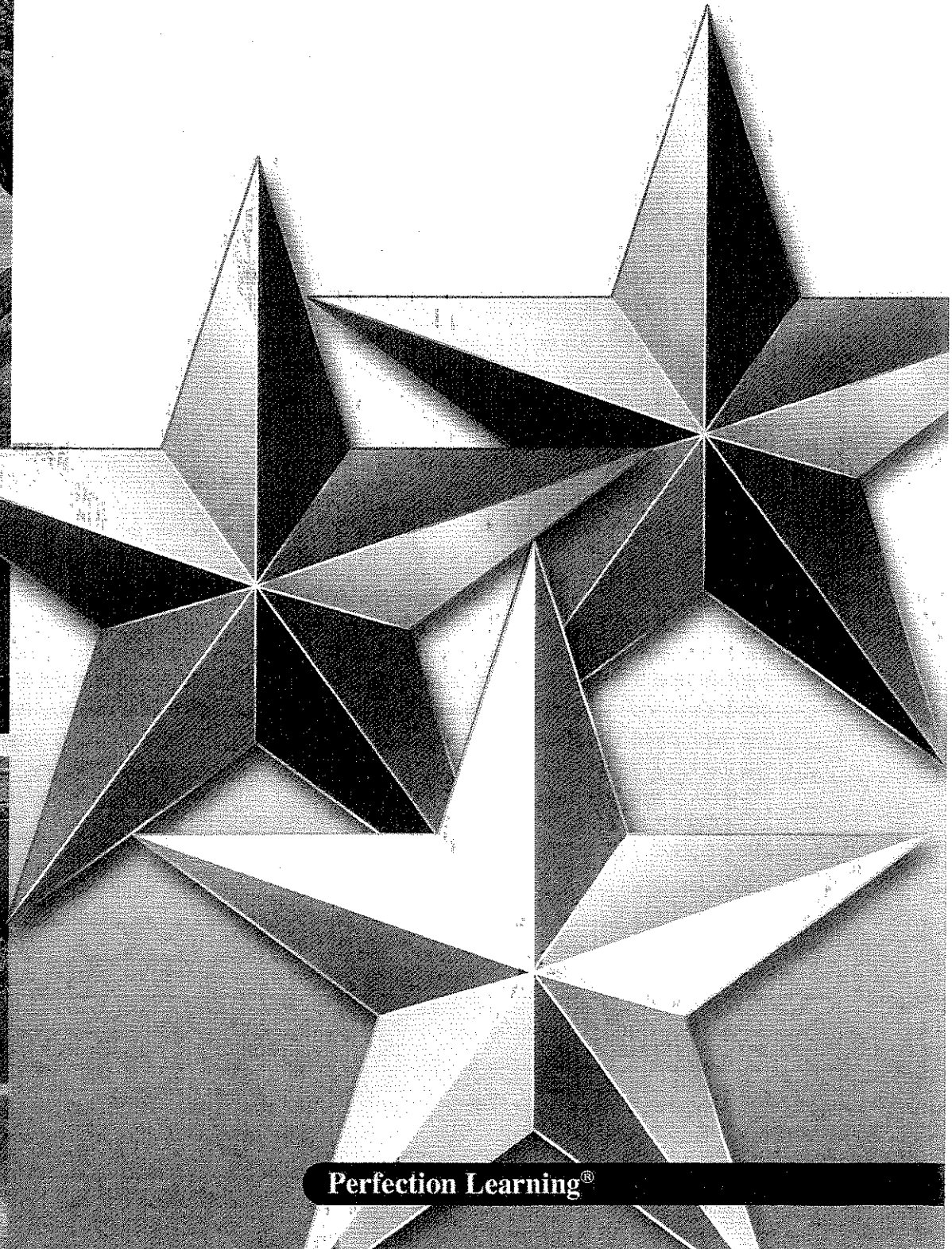
Review,
Practice,
& Mastery of

Teacher Guide • Grade 3

COMMON CORE

ENGLISH LANGUAGE ARTS

STATE STANDARDS



Perfection Learning®

To the Teacher

This chart correlates the questions from the Tryout and Mastery Tests to the lessons found in the student book. This chart is also found on page 2 of the Grade 3 student book.

Reading Literature	Tryout Test Items	Mastery Test Items
Unit One—Key Ideas and Details		
Lesson 1 Ask and Answer Questions	7, 8	7, 13
Lesson 2 Central Ideas	9, 11, 13	2, 9, 19
Lesson 3 Characters and Plot	2, 10	1, 17, 18
Unit Two—Craft and Structure		
Lesson 4 Word Choice	6	3, 4, 14
Lesson 5 Structure and Point of View	3, 4	5, 8
Unit Three—Integration of Knowledge and Ideas		
Lesson 6 Illustrations	12	10
Lesson 7 Comparing and Contrasting Stories	14, 15, 16	11, 12, 13
Reading Informational Text	Tryout Test Items	Mastery Test Items
Unit Four—Key Ideas and Details		
Lesson 8 Ask and Answer Questions	18, 23	21, 29
Lesson 9 Main Ideas and Supporting Details	17, 19	20, 25
Unit Five—Craft and Structure		
Lesson 10 Text Structures and Point of View	27, 28, 29	26, 27, 28, 30
Lesson 11 Word Meanings	20, 22, 32	22, 31, 32
Unit Six—Integration of Knowledge and Ideas		
Lesson 12 Text Features and Illustrations	21, 30	23, 24
Lesson 13 Comparing and Contrasting Texts	24, 25, 26	34, 35
Language	Tryout Test Items	Mastery Test Items
Unit Seven—Nouns, Pronouns, and Verbs		
Lesson 14 Nouns	39, 44, 53	46, 50
Lesson 15 Pronouns	43, 45	40, 41
Lesson 16 Verbs	38, 42, 46	36, 37, 52
Unit Eight—Adjectives, Adverbs, and Conjunctions		
Lesson 17 Adjectives and Adverbs	41, 47	38, 49
Lesson 18 Conjunctions and Types of Sentences	33, 48, 49	39, 51, 52
Unit Nine—Capitalization, Punctuation, and Spelling		
Lesson 19 Capitalization	34, 50	48
Lesson 20 Punctuation	35, 36, 37	43, 45, 47
Lesson 21 Spelling	40, 51, 54	42, 44
Unit Ten—Vocabulary		
Lesson 22 Word Parts	1, 31	15, 16
Lesson 23 Word Use	5, 52	6, 33

To the Teacher

Review, Practice, and Mastery for the Common Core program is a refresher course. It provides a self-directed approach to reviewing and practicing the Grade 3 English Language Arts Common Core Standards. Use the following steps to incorporate *Review, Practice, and Mastery* into your classroom.

Reading Literature, Reading Informational Text, and Language Sections

1. Have students take the Tryout Test and check their answers. You may wish to have students enter their answers on the Student Information and Answer Sheet on pages 14–16 of this teacher guide. Then have them use the reproducible Skills Chart on pages 10–11 of this teacher guide to assess their strengths and weaknesses in the areas covered.
2. Have students work through the lessons, paying close attention to the areas in which they need improvement. Answers to the “Try It On Your Own” sections of each lesson are found on pages 4–7 of this guide. These answers can be copied and distributed to students to check their own or another student’s work. Each unit of lessons is followed by a practice test that focuses on the skills covered in the lessons. After they complete each test, have students fill in the Keeping Score chart on page 153 of the student book.
3. After completing all of the lessons, have students take the Mastery Test to check their progress. Again, they can practice entering their answers on the Student Information and Answer Sheet on pages 17–19 of this teacher guide. They can compare their totals with those from the Tryout Test.

Writing Section

1. Have students work through the To the Student section on pages 156–157 on their own or review the concepts with the entire class.
2. Have students work through the workshops for Writing to Tell a Story, Writing to Inform or Explain, and Writing About an Opinion on their own. You may want to have students work in small groups to compare their evaluations of the student models. Each workshop culminates with a Try It On Your Own section in which students write their own essays or stories. To simulate a test-taking environment, you are given the option of assigning a time limit for these final writing tasks. A suggested time would be 30 to 45 minutes. Students may use the rubrics in the student books to evaluate their own or another student’s essay. A reproducible rubric is found on page 30 of this teacher guide. Also, models of good essays written from the prompts in the student book can be found on pages 20–29.

Answer Key

Tryout Test: Part 1 (p. 6)

1. A
2. A
3. A
4. *Suggested Response.* Please note that student's opinions may vary, but they must accurately describe Kate's feelings based upon the passage. I agree with Kate's point of view because I don't like to swim in water where I can't see the bottom. I'm afraid of fish or snakes in the water, and I don't like to feel rocks or mud on my feet. (See 3-point scoring rubric on page 9.)
5. B
6. B
7. C
8. *Suggested Response.* At first Kate is scared of the water in the river. She is used to swimming in a pool. However, after watching her cousins having fun playing in the water, she decides to jump in. A dog jumps in and swims with her. Kate has so much fun that she is no longer scared of swimming in the river. (See 3-point scoring rubric on page 9.)
9. C
10. A
11. D
12. A
13. *Suggested Response.* These lines explain the lesson that real beauty is about your character, not the way you look on the outside. Most people would only see the ugly scars on the outside of Scarface and not see the kind person she was on the inside. Her real beauty was hidden, but when she passes Hidden One's test, her inner beauty is revealed. Her scars are washed away, and she becomes Lovely One. (See 5-point scoring rubric on page 9.)
14. C
15. A
16. A

Tryout Test: Part 2 (p. 14)

17. A
18. C
19. B
20. A
21. B
22. *Suggested Response.* The word *physical* means "having to do with the body." Physical activity helps keep you healthy. (See 3-point scoring rubric on page 9.)

23. *Suggested Response.* The article "Monk Parakeets Set Up House" explains how a group of these birds survive in Chicago during the winter. They cluster in their nests to stay warm. People in Chicago help them by giving them food. (See 3-point scoring rubric on page 9.)

24. B
25. A
26. D
27. D
28. D
29. D
30. B
31. C
32. C

Tryout Test: Part 3 (p. 23)

33. A
34. C
35. A
36. B
37. B
38. D
39. A
40. B
41. B
42. C
43. D
44. C
45. D
46. D
47. A
48. My mom took us to the store to buy groceries, but my dad stayed home and watched the baby. (2 points)
49. C
50. B
51. D
52. D
53. A
54. B

Unit One—Try It On Your Own

Lesson 1 (p. 30)

4. D
5. B
6. *Suggested Response.* The descriptive words from the poem that help me understand what polliwogs look like include "chubby commas," "plump babies," and "stubby as toes." These words describe polliwogs as fat and round, but small. (See 3-point scoring rubric on page 9.)

Lesson 2 (p. 34)

4. *Suggested Response.* There was a Knee-High Man who wanted to be big, so he went to ask some big animals for advice. Horse told him to eat corn and run around. Brer Bull told him to eat a lot of grass and shout in a deep voice. Neither of these worked. Mr. Hoot Owl asked him some questions and then told him that he didn't need a bigger body, but he did need a bigger brain. (See 3-point scoring rubric on page 9.)

5. B
6. A
7. B

Lesson 3 (p. 39)

4. A

5. B

6. *Suggested Response.* Because the people didn't pay the Pied Piper, he was upset and came back and took their children away. The townspeople learned a hard lesson about doing what they say they will do. (See 3-point scoring rubric on page 9.)

Unit One Practice Test (p. 40)

1. C
2. A
3. A
4. A
5. B
6. *Suggested Response.* The lesson of the story is to be content with what you have. Because the wife was greedy, she forced her husband to keep going back to ask the fish for more and more wishes. In the end the fish took back all the wishes, and the fisherman and his wife were left with the old house they started with. (See 3-point scoring rubric on page 9.)

Unit Two—Try It On Your Own**Lesson 4 (p. 45)**

3. B
4. *Suggested Response.* "Quick as a wink" means it happened very fast. When you wink or blink your eye, your eyelid moves so fast you can hardly see it. (See 3-point scoring rubric on page 9.)
5. B

Lesson 5 (p. 49)

5. C
6. C
7. D
8. *Suggested Response.* I do not agree with Jack's mother's advice. I think that if you

just smile at people when they are bothering you, they won't stop. Instead I would smile and then tell the person what I want them to do without getting mad. (See 3-point scoring rubric on page 9.)

Unit Two Practice Test (p. 52)

1. B
2. C
3. *Suggested Response.* "His eyes were as big as quarters" means that his eyes were really big and round. This is a simile. (See 3-point scoring rubric on page 9.)
4. C
5. B

Unit Three—Try It On Your Own**Lesson 6 (p. 54)**

2. C
3. A

Lesson 7 (p. 58)

4. A
5. *Suggested Response.* The endings are alike because the final wishes are for the sausage and the pudding to be removed from the faces of the characters. But the stories are different because in "The Sausage" the husband wants to use the wish to help his wife. When the sausage is removed, they celebrate. However, in "The Three Wishes" the wife doesn't want to use the third wish to help the husband, and the wife is mad that she never got rich. (See 3-point scoring rubric on page 9.)
6. B

Unit Three Practice Test (p. 59)

1. A
2. B
3. *Suggested Response.* The setting of the stories is different because the stories are from different countries. "Little Red Riding Hood" is a common fairy tale set in a forest and at Grandmother's house. From the names of the children in "Lon PoPo," we know the setting of the second story is China. (See 3-point scoring rubric on page 9.)
4. D
5. B

Unit Four—Try It On Your Own**Lesson 8 (p. 66)**

4. A
5. C

6. *Suggested Response.* President Coolidge's pets were unusual for several reasons. First, he had a lot of them, including dogs, cats, and birds. Second, some of the president's pets were wild animals. Some of these animals he gave to zoos, but he kept a raccoon named Rebecca in the White House. She was allowed to roam free in the White House, and President Coolidge would take her for walks on a leash. (See 3-point scoring rubric on page 9.)

Lesson 9 (p. 69)

- 4. D
- 5. C
- 6. C

Unit Four Practice Test (p. 71)

- 1. B
- 2. D
- 3. C
- 4. D

5. *Suggested Response.* Tony uses his tail as a parachute to drop down to the branch of another tree. He also uses his tail to communicate with other squirrels. Javier uses his tail to balance as he runs along the branches of the tree. (2 points)

Unit Five—Try It On Your Own

Lesson 10 (p. 76)

4. B

5. *Suggested Response.* Helen Keller had a full and wonderful life. She went to college with help from her teacher, Anne Sullivan. She helped people who were blind and deaf. She wrote about her life, and she encouraged people to give money to help people with disabilities. She also won many medals and awards. (See 3-point scoring rubric on page 9.)

6. C

Lesson 11 (p. 79)

- 4. B
- 5. B
- 6. A

Unit Five Practice Test (p. 80)

- 1. D
- 2. A
- 3. C
- 4. C
- 5. A
- 6. C
- 7. D

8. *Suggested Response.* The writer thinks the Great Wall of China is amazing and impressive. He gives details about the wall such as that in some places the top of the wall is almost as wide as a two-lane road. In paragraph 7, he describes how visitors to the wall can "wonder about the time in which it was built." He also thinks that people should appreciate the skill of the builders. I agree with the writer's opinion that the Great Wall of China is very impressive because it is very large and has lasted hundreds of years. (See 5-point scoring rubric on page 9.)

Unit Six—Try It On Your Own

Lesson 12 (p. 87)

- 5. B
- 6. D
- 7. D
- 8. C

Lesson 13 (p. 92)

- 4. Dolphins make whistling noises.
- 5. *Suggested Response.* They write books and reports about their work so that everyone can learn about the ways animals can communicate. (2 points)

Unit Six Practice Test (p. 93)

- 1. A
- 2. A
- 3. D
- 4. A
- 5. B
- 6. D
- 7. C
- 8. B
- 9. D

10. *Suggested Response.* The islands of Hawaii are a chain of shield volcanoes. These volcanoes began erupting on the floor of the ocean and continued erupting until they reached above the surface of the water. Today, visitors can see three active volcanoes in Hawaii. (See 3-point scoring rubric on page 9.)

Unit Seven—Try It On Your Own

Lesson 14 (p. 99)

- 4. C
- 5. *Possible Responses:* grass, plants, or leaves
- 6. D
- 7. D

Lesson 15 (p. 101)

3. A

4. A
5. Since Anna loved history, her dream had always been to visit Washington, D.C.

Lesson 16 (p. 103)

4. C
5. B
6. A
7. C
8. B
9. B
10. C

Unit Seven Practice Test (p. 105)

1. A
2. D
3. B
4. A
5. B
6. A
7. B
8. C
9. D
10. *Suggested Response.* The slaves wanted freedom. (1 point)

Unit Eight—Try It On Your Own

Lesson 17 (p. 109)

4. B
5. B
6. C
7. B
8. C
9. A

Lesson 18 (p. 112)

5. A
6. B
7. *Suggested Response.* Solar power is an important way to save energy. In fact, I'm very excited that our school is installing solar panels this fall. (See 3-point scoring rubric on page 9.)

Unit Eight Practice Test (p. 113)

1. B
2. A
3. B
4. C
5. B
6. Although I am in third grade, I am taller than most sixth graders.
7. I love to watch movies, but Jen would rather read a book.
8. D

Unit Nine—Try It On Your Own

Lesson 19 (p. 117)

4. D
5. C
6. A
7. A
8. My birthday is August 9. My Uncle Jack told me he would take me to the movies for my birthday.

Lesson 20 (p. 120)

4. D
5. D
6. "Don't go in the water," said Miquel. "The waves are too high," added Sue.

Lesson 21 (p. 123)

4. A
5. C
6. Cross out nieghbor; neighbor; Cross out nite; night; Cross out tuff; tough; cross out realy; really; Cross out queiter; quieter (5 points)

Unit Nine Practice Test (p. 124)

1. C
2. D
3. B
4. C
5. A
6. A
7. C
8. B
9. A
10. C

Unit Ten—Try It On Your Own

Lesson 22 (p. 129)

4. B
5. B
6. A

Lesson 23 (p. 132)

3. C
4. *Answers will vary. Suggested Response.* When I eat too much dessert, my stomach expands.

Unit Ten Practice Test (p. 133)

1. B
2. D
3. A
4. B
5. A
6. A

- 7. C
- 8. A

Mastery Test: Part 1 (p. 135)

- 1. C
- 2. A
- 3. B
- 4. A
- 5. B
- 6. B
- 7. C
- 8. D
- 9. *Suggested Response.* Tortoise and Hare decided to race to the old oak tree. Hare was certain that he would win, but Tortoise believed that he would win. Hare ran fast and was soon tired. He took a nap, and Tortoise won the race. (See 3-point scoring rubric on page 9.)
- 10. *Suggested Response.* The illustration shows the setting of the story and the tree to which they are racing. It also shows the Hare starting the race quickly, while the Hare is moving more slowly. (See 3-point scoring rubric on page 9.)
- 11. B
- 12. C
- 13. *Suggested Response.* “The Frog and the Antelope” is a folktale and “The Big Race” is a poem. Frog tricks Antelope, but Tortoise beats Hare because Hare gets tired. The lesson of “The Frog and the Antelope” is that it is better to be smart than fast. The lesson of “The Big Race” is that it is better to pace yourself and go slowly than to go fast and not finish the race. (See 5-point scoring rubric on page 9.)
- 14. B
- 15. C
- 16. B
- 17. C
- 18. *Suggested Response.* Mrs. Blackwell gets more and more angry as she listens to the mayor tell her she can’t teach a black man. As the mayor talks, Mrs. Blackwell’s smile disappears. She says that she is not breaking the law by teaching a freed slave. She thinks about taking the pointer and using it as a weapon to punish the mayor. She doesn’t back down, but stands up to the mayor. (See 3-point scoring rubric on page 9.)
- 19. A

Mastery Test: Part 2 (p. 142)

- 20. C
- 21. B
- 22. D
- 23. A
- 24. A
- 25. D
- 26. *Suggested Response.* I agree with the writer’s point of view that kids should not drink soda. The article explains that the sugar and caffeine is not good for a kid’s growing body. It is much better to drink water, juice, or milk. (See 3-point scoring rubric on page 9.)
- 27. A
- 28. A
- 29. D
- 30. A
- 31. C
- 32. A
- 33. B
- 34. C
- 35. D

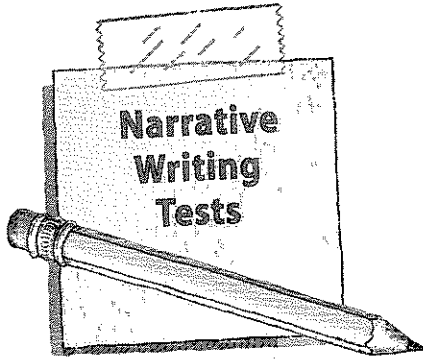
Mastery Test: Part 3 (p. 149)

- 36. D
- 37. B
- 38. B
- 39. B
- 40. C
- 41. D
- 42. A
- 43. C
- 44. D
- 45. A
- 46. D
- 47. D
- 48. B
- 49. C
- 50. B
- 51. *Suggested Response.* When my family went to the amusement park last Saturday, it rained the entire day, but we still had a good time. (See 3-point scoring rubric on page 9.)
- 52. B
- 53. B

Student Scoring Rubrics

Student-Friendly 3-point Rubric	
3 points	<p>My answer—</p> <ul style="list-style-type: none"> • is correct and complete. • includes examples from the reading.
2 points	<p>My answer—</p> <ul style="list-style-type: none"> • has some correct and some incorrect information. • includes some examples from the reading.
1 point	<p>My answer—</p> <ul style="list-style-type: none"> • has mostly incorrect information and is not complete. • includes no examples from the reading.
0 points	<ul style="list-style-type: none"> • No answer is given.

Student-Friendly 5-point Rubric	
5 points	<p>My answer—</p> <ul style="list-style-type: none"> • answers every part of the question correctly. • includes examples from the reading. • is easy to read and understand.
4 points	<p>My answer—</p> <ul style="list-style-type: none"> • answers most of the question correctly. • includes examples from the reading. • is mostly easy to read and to understand.
3 points	<p>My answer—</p> <ul style="list-style-type: none"> • is partially incorrect. • answers only part of the question. • Includes no examples from the reading. • is not easy to read and to understand.
2 points	<p>My answer—</p> <ul style="list-style-type: none"> • is mostly incorrect. • answers only part of the question. • includes no examples from the reading. • is difficult to read and to understand.
1 point	<p>My answer—</p> <ul style="list-style-type: none"> • is incorrect. • doesn't address the question. • includes no examples from the reading. • is difficult to read and to understand.
0 points	<ul style="list-style-type: none"> • No answer is given.



Student Model

Prompt

One day you're digging through some boxes on your closet shelf. You notice that one box has an opening in the side that looks like a small door. When you remove the lid, a voice inside yells, "Hey, put our roof back on!" Tell the story of what happens next.

Surprise in the Box

Every spring, my Mom makes me go through everything in my room. She tells me, "If you can't remember using it, get rid of it. Somebody else needs it more than you do."

I was cleaning my room last spring, and something happened that I will never forget. I lifted the top off a box in my closet, and I heard a squeaky little voice shout, "Hey, put our roof back on!"

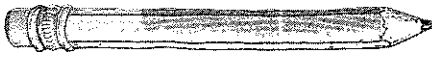
I was really surprised. "Who are you?" I asked.

The voice said, "I am a mouse, of course! And you took my roof. Put it back on now!"

"I've never heard of a mouse living in a box," I said.

"Well my kind of mice do," he answered.

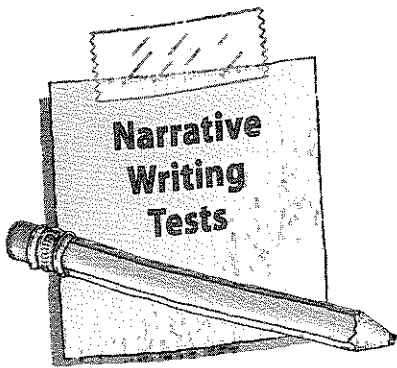
I put the top back on the box. I decided it



would be a good idea to get some food for the mouse. He sounded angry. Maybe he was hungry, and that's what made him mad. I found some yellow cheese in my refrigerator and cut up a few pieces. When I gave the cheese to the mouse, he said, "Thank you. I was getting really hungry. Whoever is cleaning your house lately has not been leaving many crumbs."

I said, "Thanks. I have been helping with the cleaning. I guess I am doing a good job. I have more cheese if you want it."

He said he did want more, so I got him more cheese. Since then, the mouse and I have been friends. I named the mouse Larry. I feed him and talk to him all the time. Nobody else knows about him. And when I help clean the kitchen, I always leave a few crumbs of food on the floor.



Student Model

Prompt

Things don't always go as planned. Tell the story of a time when you were disappointed because things didn't work out the way you thought they would.

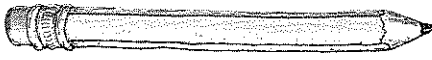
My Fort

One day I decided to build a fort in my room. My plan didn't go the way I wanted it to, though. I used stuff I had in the house. I started by taking a small card table all the way up to my room. It was an old table, and we didn't use it very often, so I thought I could use it for my fort.

Then, I built stacks of books to fill up spaces between the legs of the table. I left one book inside so that I would have something to read after I finished making the fort. After that, I put all the pillows from my bed in between to make the walls better and to make the whole thing more comfortable.

I was just about done when my mom walked in. She asked, "What's going on?"

I said, "I'm building a fort."

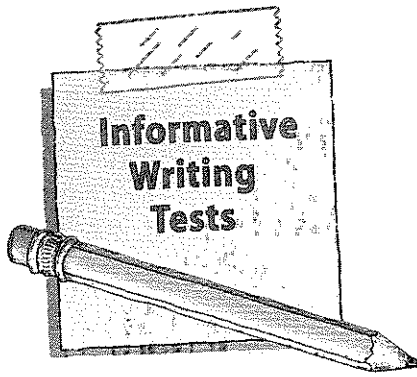


“It looks great. Do you have any provisions?” she said.

I did not know what “provisions” meant. “I don’t know. What are provisions?”

She said, “Provisions are food and water. I’ll get you some.” She brought me a snack to eat and some milk.

My last step in making the fort was to put a blanket over the top of the whole thing. Then, I tried to get in. When I did, I knocked over a pillow and an entire wall of books fell over. That dragged the blanket off the table too! My whole fort was ruined! Now I know that next time, I have to be more careful so I don’t mess up my fort.



Student Model

Prompt

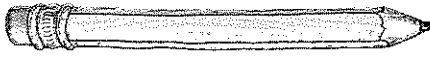
Classroom rules are important. Explain three important rules in your classroom. Be sure to explain why they are important. Describe which rule you believe is the most important.

Rules Are Important

I like rules. This might seem funny, because lots of students don't like rules. I like rules because they make school better. They can help everyone learn more. My class has three important rules.

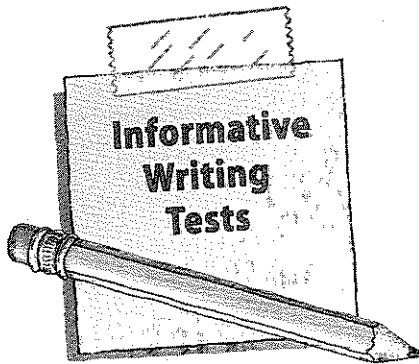
The first rule is that no one can chew gum in class. I like gum, but I don't think students should chew it in school. One time my friend was walking down the hall and stepped on some gum that someone had dropped. She could hardly get the gum off. It was a mess.

The second rule is that students should be nice to each other. If students aren't nice to each other, then there will be a lot of fights. I don't like to fight.



The third rule is that students must be quiet when the teacher is talking. If students are talking while the teacher is talking, no one will be able to hear what the teacher is saying. The point of a class is to learn, and you can't learn if you can't hear the teacher or focus on your work. I think this is the most important rule. We can still learn if people chew gum or fight, but how can we learn when everyone is talking at the same time?

I think these three rules are important. Following these rules will help everyone learn more and get along at school.



Student Model

Prompt

Do you have a hobby or something you really like to do? Explain what it is, how you do it, and why you like it.

I Love Legos

One of my hobbies is building with Legos. I have been building with Legos since I was four. When I was younger, I would just put the car or ship together using the directions that came in the box. Now I like to build stuff I make up in my head. Right now I'm building a world from another planet like Mars. I have built houses and mini spaceships.

I get a magazine that has pictures with things that other kids have built. Sometimes I get an idea from the magazine and will try to build it. Once I entered a contest to build a robot out of Legos. I didn't win, but it was still fun.

I like building with Legos because it's not boring at all. I can spend hours in my room creating new things, and when I'm tired of them, I can take them apart and build something else. Also there are always new kits coming out like Star Wars and Harry Potter. I just love Legos!



Student Model

Prompt

What is your bedtime? Is it 8:30? 9:00? 9:30? If you're like most kids, you probably wish it were later. Write a paper persuading your parents to allow you to change your bedtime to a later time.

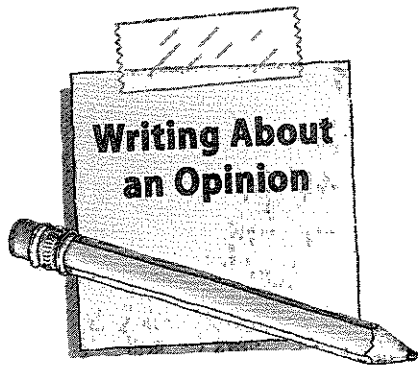
A Better Bedtime

"Hannah, It's time for bed!"

That's what my mom says every night at 8:00 p.m. Yes, 8:00 p.m.! My bedtime is way too early. I think I should have a later bedtime for lots of reasons.

If I could stay up till 9:00, then I could study more. This would be good for my grades. Also, if I didn't have any homework to do I could read, and I know reading is good. Both my teachers and my parents want me to be a better reader.

Most importantly, when I have to go to bed at 8:00, I can't get to sleep until 9:00 or 9:30 anyway. I just lie in bed not doing anything for half an hour. That is a waste, and my parents always tell me not to waste my time. So because of all these reasons, I think my bedtime should be 9:00.



Student Model

Prompt

Some districts have year-round school. The students in these districts don't get a three-month summer break. Instead they get several shorter breaks throughout the year. Other districts hold school for nine months and give students the summer off. Which schedule would you prefer? Write a persuasive paper that will convince readers to agree that a year-round schedule or a nine-month schedule is best.

Give Year-Round School a Try

I think a year-round school schedule with lots of short breaks is best. I have several reasons for this.

One reason is that a big problem with having a summer break is that kids forget everything they learned. When I get back to school, I always have a hard time remembering the things I learned the year before. If the breaks were shorter, I would not have this problem.

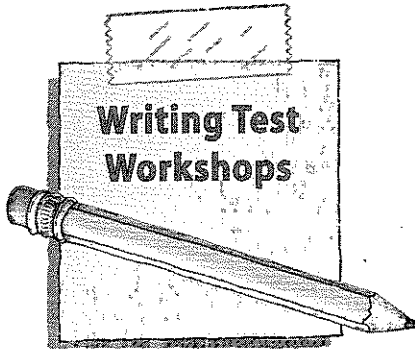
Another reason is that sometimes school can seem like it drags on for a really long time in February and March. It would be nice to have a short break when it's cold outside. Kids need time to have some fun when the



weather is bad. That would help everyone learn better.

One more reason is that families could take vacations at different times. In the summer, museums and parks are really crowded. One summer my family went to Disney World, and there were millions of people there. If we had vacation other times, my family could go places when not so many people were there. That would be more fun.

For all those reasons, I think a year-round schedule for school would be best. I hope our school tries it.



Student Rubric

Rubric					
Score: 1 is the lowest; 5 is the highest					
Ideas/Content —focuses on one main idea; the details add to the main idea	①	②	③	④	⑤
Organization —has a clear beginning, middle, and end; the order is easy to follow	①	②	③	④	⑤
Voice —communicates feelings and personality; the writing is unique	①	②	③	④	⑤
Word Choice —uses colorful, fresh words in the right places	①	②	③	④	⑤
Sentence Fluency —uses both long and short sentences that flow smoothly	①	②	③	④	⑤
Conventions —few or no spelling, capitalization, and punctuation errors	①	②	③	④	⑤