

Third Grade English Language Arts
Standards-Based Report Card

Scoring Rubric:

3: Meets expectations (students meet all criteria within this category)

2: Approaching expectations

1: Beginning to learn expectations

Blank: Not assessed

IE: Insufficient evidence

Reading Literature and Informational Text

1. Develop and demonstrate comprehension-reading skills in response to texts and read alouds. (3.R.1.A)
2. Develop an understanding of vocabulary. (3.R.1.B)
3. Read independently for multiple purposes over sustained periods of time. (3.R.1.D)
4. Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama. (3.R.2.A)
5. Read, infer and draw conclusions using text features in non-fiction texts. (3.R.3.A)
6. Read, infer and draw conclusions using literary techniques in nonfiction texts. (3.R.3.B)
7. Read, infer and draw conclusions using text structures in nonfiction texts. (3.R.3.C)

Foundational Skills (Phonics)

1. Develop phonics in the reading process. (3.RF.3.A)

Writing

1. Appropriate to genre type, develop a draft from prewriting. (3.W.1.B)
2. Reread, revise and edit drafts with assistance from adults/peers. (3.W.1.C)
3. Write opinion texts. (3.W.2.A)
4. Write informative/explanatory text. (3.W.2.B)
5. Write fiction or nonfiction narratives and poems. (3.W.2.C)
6. Apply a research process to use information from a variety of sources. (3.W.3.A)

Language

1. In speech and written form, apply standard English grammar. (3.L.1.A)
2. In written text, apply punctuation, capitalization and spelling. (3.L.1.B)

Speaking/Listening

1. Develop and apply effective listening skills and strategies in formal and informal settings. (3.SL.1.A)

Reading Standard 1: Develop and demonstrate comprehension-reading skills in response to texts and read alouds. (3.R.1.A)

Sub-standards: Drawing conclusions and support with textual evidence. [3.R.1.A.b] Summarizing a story's beginning, middle, and end determining its central message, lesson, or moral. [3.R.1.A.c]

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-2	<input type="checkbox"/> Accurately draws logical conclusions based on the text. <input type="checkbox"/> Provides clear and relevant textual evidence to support conclusions. <input type="checkbox"/> Explains how the evidence supports the conclusions.	<input type="checkbox"/> Draws conclusions that are mostly logical but may have minor inaccuracies. <input type="checkbox"/> Provides some textual evidence, though it may be partially relevant or incomplete. <input type="checkbox"/> Attempts to explain the connection between evidence and conclusions, but the explanation may lack clarity.	<input type="checkbox"/> Conclusions drawn are illogical or not based on the text. <input type="checkbox"/> Provides little to no textual evidence to support conclusions. <input type="checkbox"/> Fails to explain or incorrectly explains the connection between evidence and conclusions.
Terms 3-4 (plus 1-2)	<input type="checkbox"/> Summarizes the beginning, middle, and end of the story accurately and succinctly. <input type="checkbox"/> Includes key details that capture the main events in each part of the story. <input type="checkbox"/> Clearly identifies the central message, lesson, or moral of the story. <input type="checkbox"/> Accurately identifies the central message, lesson, or moral of the story. <input type="checkbox"/> Provides a thoughtful explanation of the central message, supported by key details from the text. <input type="checkbox"/> Demonstrates a clear understanding of how the central message is conveyed through the story.	<input type="checkbox"/> Summarizes the beginning, middle, and end of the story, but may miss some key details. <input type="checkbox"/> Includes most main events, but some important parts may be unclear or missing. <input type="checkbox"/> Attempts to identify the central message, lesson, or moral, but may be incomplete or somewhat inaccurate. <input type="checkbox"/> Identifies a central message, lesson, or moral, but it may be somewhat general or slightly inaccurate. <input type="checkbox"/> Provides a basic explanation with some supporting details from the text. <input type="checkbox"/> Shows some understanding of how the central message is conveyed, though it may not be fully clear.	<input type="checkbox"/> Summarizes the story with significant inaccuracies or omits major parts of the beginning, middle, or end. <input type="checkbox"/> Lacks important details and does not clearly convey the main events. <input type="checkbox"/> Fails to identify or incorrectly identifies the central message, lesson, or moral of the story. <input type="checkbox"/> Struggles to identify the central message, lesson, or moral of the story. <input type="checkbox"/> Provides little to no explanation or supporting details from the text. <input type="checkbox"/> Shows limited or no understanding of how the central message is conveyed through the story.

Reading Standard 2: Develop an understanding of vocabulary. (3.R.1.B)

Sub-standards: decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words [3.R.1.B.a] using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words [3.R.1.B.b] distinguishing the literal and non-literal meanings of word and phrases in context [3.R.1.B.d] using conversational, general academic, and domain specific words and phrases [3.R.1.B.i]

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-2	<input type="checkbox"/> Accurately decodes and identifies meaning of common prefixes and suffixes, and explains how they change the meaning of root words independently. <input type="checkbox"/> Consistently uses sentence-level context to determine relevant meaning of unfamiliar words and accurately distinguishes among multiple-meaning words independently. <input type="checkbox"/> Demonstrates a strong overall understanding and application of vocabulary, including decoding, identifying, and using context clues effectively.	<input type="checkbox"/> Sometimes decodes and identifies meaning of common prefixes and suffixes with some assistance; gives basic explanation of how they change the meaning of root words. <input type="checkbox"/> Occasionally uses sentence-level context to determine relevant meaning of unfamiliar words and distinguishes among multiple-meaning words with some assistance. <input type="checkbox"/> Shows a basic overall understanding and application of vocabulary, with some need for assistance.	<input type="checkbox"/> Rarely or incorrectly decodes and identifies meaning of common prefixes and suffixes, and struggles to explain how they change the meaning of root words even with assistance. <input type="checkbox"/> Rarely or incorrectly uses sentence-level context to determine relevant meaning of unfamiliar words and struggles to distinguish among multiple-meaning words even with assistance. <input type="checkbox"/> Demonstrates limited overall understanding and application of vocabulary.
Terms 3-4 (plus 1&2)	<input type="checkbox"/> Accurately distinguishes between literal and non-literal meanings of words and phrases in context independently <input type="checkbox"/> Effectively uses conversational, general academic, and domain-specific words and phrases	<input type="checkbox"/> Sometimes distinguishes between literal and non-literal meanings with some assistance <input type="checkbox"/> Uses conversational, general academic, and domain-specific words and phrases appropriately with some assistance	<input type="checkbox"/> Rarely or incorrectly distinguishes between literal and non-literal meanings even with assistance <input type="checkbox"/> Struggles to use conversational, general academic, and domain-specific words and phrases appropriately

Reading Standard 3: Read independently for multiple purposes over sustained periods of time.
(3.R.1.D)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<input type="checkbox"/> Consistently reads independently for extended periods (20-30 minutes) without needing breaks or significant prompting. <input type="checkbox"/> Selects and reads a variety of texts independently for different purposes (e.g., enjoyment, information, learning new skills) and can articulate the purpose of their reading. <input type="checkbox"/> Demonstrates strong engagement and comprehension of texts read independently, including the ability to discuss and summarize key points or stories.	<input type="checkbox"/> Reads independently for moderate periods (10-20 minutes) but may occasionally need breaks or prompting to stay focused. <input type="checkbox"/> Reads a variety of texts for different purposes with some assistance and can occasionally articulate the purpose of their reading. <input type="checkbox"/> Shows moderate engagement and comprehension, with some ability to discuss and summarize key points or stories, often requiring some prompting or assistance.	<input type="checkbox"/> Struggles to read independently for more than short periods (less than 10 minutes) and requires frequent breaks or significant prompting to stay focused. <input type="checkbox"/> Struggles to read a variety of texts for different purposes even with assistance and has difficulty articulating the purpose of their reading. <input type="checkbox"/> Shows limited engagement and comprehension, struggles to discuss or summarize key points or stories, and requires significant prompting or assistance.

Reading Standard 4 Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama. (3.R.2.A)

Sub-standards: summarize and sequence the events/plot and explain how past events impact future events [3.R.2.A.a] describe the personality traits of characters from their thoughts, words, and actions [3.R.2.A.b] describe the interaction of characters, including relationships and how they change [3.R.2.A.c] explain cause-and-effect relationships [3.R.2.A.f] distinguish their own point of view from that of the narrator or those of the characters [3.R.2.A.g]

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-2	<input type="checkbox"/> Accurately summarizes and sequences the events/plot of a fiction text, clearly explaining how past events impact future events independently. <input type="checkbox"/> Accurately describes personality traits of characters based on their thoughts, words, and actions, providing specific examples from the text. <input type="checkbox"/> Demonstrates strong analysis and inference skills, including summarizing, sequencing, and describing characters	<input type="checkbox"/> Summarizes and sequences the events/plot of a fiction text with some assistance, offering a basic explanation of how past events impact future events. <input type="checkbox"/> Describes personality traits of characters with some assistance, providing basic examples from the text. <input type="checkbox"/> Shows moderate analysis and inference skills with some need for assistance..	<input type="checkbox"/> Not yet able to summarize and sequence the events/plot, and has difficulty explaining how past events impact future events even with assistance. <input type="checkbox"/> Struggles to describe personality traits of characters/ has difficulty providing examples from text even with assistance. <input type="checkbox"/> Demonstrates limited analysis and inference skills.
Terms 3-4 (plus 1-2)	<input type="checkbox"/> Accurately describes the interactions and relationships between characters, including how relationships change over time, using specific examples from text. <input type="checkbox"/> Clearly explains cause-and-effect relationships within text, providing specific examples and showing a thorough understanding of how events influence each other. <input type="checkbox"/> Consistently distinguishes their own point of view from narrator or characters, providing clear explanations and examples from text.	<input type="checkbox"/> Describes the interactions and relationships between characters with some assistance, and provides basic examples of how these relationships change. <input type="checkbox"/> Explains cause-and-effect relationships with some assistance, providing basic examples from text. <input type="checkbox"/> Sometimes distinguishes their own point of view from narrator or characters with assistance, offering basic explanations and examples.	<input type="checkbox"/> Not yet able to describe character interactions and relationships, and has difficulty explaining how they change even with assistance. <input type="checkbox"/> Struggles to explain cause-and-effect relationships and has difficulty providing examples from text even with assistance. <input type="checkbox"/> Struggles to distinguish their own point of view from narrator or characters and provide explanations or examples even with assistance.

Reading Standard 5 Read, infer, and draw conclusions using text **features** in nonfiction texts. (3.R.3.A)

Sub-standards: Identify the details or facts that support the main idea. [3.R.3.A.b] Use text and graphic features to locate information and to make and verify predictions. [3.R.3.A.c]

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<input type="checkbox"/> Accurately identifies multiple details or facts from the text that support the main idea, demonstrating a clear understanding of how they relate to the main idea. <input type="checkbox"/> Effectively uses text and graphic features (such as headings, captions, and diagrams) to locate information independently and accurately. <input type="checkbox"/> Makes accurate predictions about the text based on text and graphic features, and can verify these predictions with information from the text.	<input type="checkbox"/> Identifies some details or facts that support the main idea with some assistance, showing a basic understanding of their relevance. <input type="checkbox"/> Uses text and graphic features to locate information with some assistance, but may occasionally need guidance to find the correct information. <input type="checkbox"/> Makes some accurate predictions with assistance and can partially verify these predictions using information from the text.	<input type="checkbox"/> Struggles to identify details or facts that support the main idea and has difficulty understanding their relevance even with assistance. <input type="checkbox"/> Struggles to use text and graphic features to locate information and frequently requires significant assistance to find the correct information. <input type="checkbox"/> Struggles to make accurate predictions and has difficulty verifying predictions even with assistance.

Reading Standard 6: Read, infer and draw conclusions using literary techniques in nonfiction texts. (3.R.3.B)

Sub-standards: Distinguish point of view from what the author is trying to persuade the reader to think or do [3.R.3.B.c]

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<input type="checkbox"/> Accurately identifies the point of view of the text and distinguishes it from the author's intent to persuade the reader. Provides clear examples and explanations from the text. <input type="checkbox"/> Accurately infers and draws logical conclusions about the author's persuasive techniques and purpose based on text evidence. <input type="checkbox"/> Effectively analyzes the literary techniques used by the author to persuade the reader, providing clear examples and explanations from the text.	<input type="checkbox"/> Identifies the point of view of the text and distinguishes it from the author's intent with some assistance. Provides basic examples and explanations from the text <input type="checkbox"/> Infers and draws conclusions about the author's persuasive techniques and purpose with some assistance, showing a basic understanding of text evidence <input type="checkbox"/> Analyzes some literary techniques used by the author with some assistance, providing basic examples and explanations from the text.	<input type="checkbox"/> Not yet able to identify the point of view and distinguish it from the author's intent to persuade, even with assistance. Provides few or unclear examples and explanations from the text. <input type="checkbox"/> Struggles to infer and draw conclusions about the author's persuasive techniques and purpose, even with assistance. Has difficulty using text evidence to support inferences. <input type="checkbox"/> Struggles to analyze literary techniques used by the author to persuade the reader, even with assistance. Provides few or unclear examples and explanations from the text.

Reading Standard 7 Read, infer and draw conclusions using text **structures** in nonfiction texts. (3.R.3.C)

Sub-standards: describe relationships among events, ideas, concepts, and cause and effect in texts [3.R.3.C.a] explain the relationship between problems and solutions [3.R.3.C.b] compare and contrast the most important points and key details presented in texts on the same topic [3.R.3.C.e]

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<input type="checkbox"/> Accurately describes relationships among events, ideas, and concepts, including cause-and-effect relationships, using specific examples from the text. <input type="checkbox"/> Clearly explains the relationship between problems and solutions in the text, providing specific examples and demonstrating a thorough understanding. <input type="checkbox"/> Effectively compares and contrasts the most important points and key details presented in texts on the same topic, using specific examples from the texts.	<input type="checkbox"/> Describes some relationships among events, ideas, and concepts, including cause-and-effect relationships, with some assistance and basic examples from the text. <input type="checkbox"/> Explains the relationship between problems and solutions with some assistance, providing basic examples from the text. <input type="checkbox"/> Compares and contrasts some important points and key details with some assistance, providing basic examples from the texts.	<input type="checkbox"/> Not yet able to describe relationships among events, ideas, and concepts, and has difficulty identifying cause-and-effect relationships even with assistance. Provides few or unclear examples from the text. <input type="checkbox"/> Struggles to explain the relationship between problems and solutions and has difficulty providing examples from the text even with assistance. <input type="checkbox"/> Struggles to compare and contrast important points and key details, and has difficulty providing examples from the texts even with assistance.

Foundational Skills Standard 1: Develop phonics in the reading process. (3.RF.3.A)

Sub-standards: decoding multisyllabic words in context and independent of context by applying common spelling patterns [3.RF.3.A.a] reading irregularly spelled high-frequency words [3.RF.3.A.f]

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-2	<input type="checkbox"/> Accurately decodes multisyllabic words both in context and independently, applying common spelling patterns consistently. <input type="checkbox"/> Consistently reads irregularly spelled high-frequency words accurately and fluently.	<input type="checkbox"/> Decodes multisyllabic words with some assistance, showing basic application of common spelling patterns, but may make occasional errors. <input type="checkbox"/> Reads irregularly spelled high-frequency words with some assistance, making occasional errors but generally able to recognize them.	<input type="checkbox"/> Not yet able to decode multisyllabic words even with assistance, and has difficulty applying common spelling patterns. <input type="checkbox"/> Struggles to read irregularly spelled high-frequency words even with assistance, making frequent errors.
Terms 3-4 (plus 1-2)	<input type="checkbox"/> Demonstrates strong overall phonics development, effectively decoding multisyllabic words and reading irregularly spelled high-frequency words independently.	<input type="checkbox"/> Shows moderate phonics development with some need for assistance. Displays partial confidence in decoding multisyllabic words and reading irregularly spelled high-frequency words.	<input type="checkbox"/> Demonstrates limited phonics development. Requires significant assistance and support in decoding multisyllabic words and reading irregularly spelled high-frequency words.

Writing Standard 1: Appropriate to genre type, develop a draft from prewriting. (3.W.1.B)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-2	<input type="checkbox"/> Genre Appropriateness: Develops a clear and coherent draft that is appropriate to the genre <input type="checkbox"/> Prewriting: draft shows a clear connection to the prewriting plan using a variety of sentence types <input type="checkbox"/> Organization: creates a logical sequence of ideas and well-organized content.	<input type="checkbox"/> Genre Appropriateness: Develops a draft with a basic structure that is mostly appropriate to the genre. <input type="checkbox"/> Prewriting: demonstrates a partial connection to the prewriting plan, <input type="checkbox"/> Organization: draft shows some organization of ideas and a partial connection to the prewriting plan, but may lack clarity or coherence in some areas.	<input type="checkbox"/> Genre Appropriateness: Not yet able to develop a clear and coherent draft or draft is inappropriate to the genre <input type="checkbox"/> Prewriting: limited connection to the prewriting plan. <input type="checkbox"/> Organization: draft may be disorganized
Terms 3-4 (plus 1-2)	<input type="checkbox"/> Content Development: Uses relevant details and descriptive language effectively to enhance the draft, making it engaging and appropriate to the genre. <input type="checkbox"/> Process: Follows the writing process from prewriting to drafting with clear evidence of planning and organization in multiple paragraphs.	<input type="checkbox"/> Content Development: Uses some relevant details and descriptive language, but may lack consistency or depth. The draft is somewhat engaging and mostly appropriate to the genre. <input type="checkbox"/> Process: Follows the writing process with some evidence of planning and organization	<input type="checkbox"/> Content Development: Uses few relevant details or descriptive language, making the draft less engaging and often inappropriate to the genre. <input type="checkbox"/> Process: Shows limited evidence of following the writing process

Writing Standard 2: Reread, revise and edit drafts with assistance from adults/peers. (3.W.1.C)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<p>Rereading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently rereads drafts with a clear understanding of the purpose, identifying errors and areas needing improvement effectively <p>Revision</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively revises drafts, making changes that significantly improve the clarity, coherence, and organization of the writing with assistance <input type="checkbox"/> Adds or removes content to improve focus and use of detail <p>Editing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively edits drafts for grammar, punctuation, and spelling errors, identifying and correcting errors accurately with assistance 	<p>Rereading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sometimes rereads drafts with some understanding of the purpose, but may still miss errors or areas needing improvement <p>Revision</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to revise drafts, but changes may not consistently improve the clarity, coherence, or organization of the writing <input type="checkbox"/> May add additional content or remove content which may not consistently improve the focus <p>Editing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to edit drafts for grammar, punctuation, and spelling errors, but may miss some errors or make incorrect corrections 	<p>Rereading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rarely rereads drafts or does so without understanding the purpose of rereading; may skip over errors or fail to identify areas needing improvement <p>Revision</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not yet able to revise drafts, making few or no changes, or making changes that do not improve the clarity, coherence, or organization of the writing <input type="checkbox"/> Has difficulty adding or removing content to improve the focus <p>Editing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has difficulty editing drafts for grammar, punctuation, and spelling errors; may miss many errors or make incorrect corrections

Writing Standard 3: Write opinion texts. (3.2.W.A)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<p>Introduction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic clearly and states an opinion in a thesis statement <input type="checkbox"/> Includes a hook that sets the context for the opinion <p>Evidence and Reasoning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides background information to help the reader understand the issue. <input type="checkbox"/> Provides multiple reasons that support the opinion. <input type="checkbox"/> Uses facts, examples, and details to support each reason. <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presents reasons and evidence in a logical manner <p>Closing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarizes the key reasons and evidence presented in the text. <input type="checkbox"/> Ends with a strong closing statement 	<p>Introduction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic and states an opinion, but the thesis statement may be less clear or somewhat weak <input type="checkbox"/> Includes a hook but may need to clarify the context further <p>Evidence and Reasoning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides some background information, but it may be incomplete <input type="checkbox"/> Provides reasons that support the opinion, but they may be less compelling <input type="checkbox"/> Uses some evidence, but it may be somewhat weak in supporting the reasons <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presents reasons and evidence with basic organization, but there may be some lapses in logic <p>Closing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarizes some key reasons and evidence, but may omit important points or lack detail <input type="checkbox"/> Ends with a closing statement, but it may not be as strong 	<p>Introduction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not yet able to clearly introduce the topic or state an opinion <input type="checkbox"/> Lacks a hook or any attempt to set a context <p>Evidence and Reasoning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides minimal or no background information <input type="checkbox"/> Omits or provides weak reasons that may not clearly support the opinion <input type="checkbox"/> Uses little or no relevant evidence, resulting in weak support for the reasons <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presents reasons and evidence in a disorganized manner, leading to confusion or lack of clarity <p>Closing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides minimal or no summary of key reasons and evidence. <input type="checkbox"/> Lacks a closing

Writing Standard 4: Write informative/explanatory text. (3.W.2.B)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<p>Introduction to Topic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly introduces the topic and provides a focus. <input type="checkbox"/> Provides an opening sentence that sets up the main idea <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides multiple facts, definitions, concrete details, and examples to develop the topic <input type="checkbox"/> References the source of facts, examples, and definitions <input type="checkbox"/> Uses domain-specific vocabulary to inform about or explain the topic. <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a clear organizational structure, including an introduction, body, and conclusion. <input type="checkbox"/> Uses transitions to link ideas and information within and across categories of information. <p>Conclusion</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides a concluding statement or section that follows from the information presented. 	<p>Introduction to Topic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic and provides a general focus. <input type="checkbox"/> Provides an opening sentence that sets up the main idea <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides multiple relevant facts, definitions, concrete details, and examples to develop the topic <input type="checkbox"/> References the source of some facts, examples, and definitions <input type="checkbox"/> Uses some domain-specific vocabulary to inform about or explain the topic <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses an organizational structure, including an introduction, body, and conclusion. <input type="checkbox"/> Uses some transitions but they may be inconsistent or lack clarity <p>Conclusion</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempts a concluding statement or section, but it may not clearly follow from the information presented. 	<p>Introduction to Topic</p> <ul style="list-style-type: none"> <input type="checkbox"/> May introduce the topic but lacks focus <input type="checkbox"/> Provides an opening sentence that may not clearly connect to the topic <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides facts, definitions, concrete details, and examples that may not clearly connect to the topic <input type="checkbox"/> Not yet able to reference the source(s) of facts, examples, and definitions <input type="checkbox"/> Not yet able to use domain-specific vocabulary <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not yet able to clearly organize the content using an introduction, body, and conclusion. <input type="checkbox"/> Not yet able to use transitions to link ideas and information <p>Conclusion</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not yet able to provide a concluding statement or section.

Writing Standard 5: Write fiction or nonfiction narratives and poems. (3.W.2.C)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<p>Fiction/Nonfiction Narratives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly establishes a setting, characters, and a plot with a well-defined beginning, middle, and end. <input type="checkbox"/> Uses vivid details and descriptions to develop characters, setting, and events. Details are relevant and enhance the story. <input type="checkbox"/> Organizes the narrative logically with clear sequences of events and smooth transitions between them. Maintains a coherent flow throughout the narrative. <p>Poems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has a clear structure, theme, or central idea that is evident throughout the poem. <input type="checkbox"/> Uses sensory details, imagery, and figurative language effectively to convey emotions and create vivid images. <input type="checkbox"/> Maintains a consistent rhythm, rhyme (if applicable), and flow. The poem progresses logically, building upon the central idea or theme. <p>All</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convention errors are minimal and do not interfere with understanding. 	<p>Fiction/Nonfiction Narratives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a setting, characters, and a plot, but the beginning, middle, or end may be less defined or somewhat unclear <input type="checkbox"/> Includes some details and descriptions, but they are not always relevant to the story <input type="checkbox"/> Organizes the narrative with a sequence of events, but transitions may be unclear or the flow may be inconsistent at times. <p>Poems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has a theme or central idea, but the structure may be less clear or consistent. <input type="checkbox"/> Uses some sensory details and imagery, <input type="checkbox"/> Maintains some rhythm and flow, but there may be inconsistencies or a lack of logical progression. <p>All</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convention errors are noticeable but do not significantly interfere with understanding. 	<p>Fiction/Nonfiction Narratives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Struggles to establish a clear setting, characters, and plot. The beginning, middle, and end are unclear or missing <input type="checkbox"/> Provides few or no details and descriptions, making it difficult to develop the story. Details are irrelevant or minimal <input type="checkbox"/> Lacks a clear organizational structure. The sequence of events is confusing, and transitions are missing or unclear. <p>Poems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lacks a clear theme or central idea, and the structure is unclear or inconsistent <input type="checkbox"/> Uses few or no sensory details and imagery <input type="checkbox"/> Lacks rhythm, rhyme (if applicable), and flow. The poem progresses in a disjointed or illogical manner. <p>All</p> <ul style="list-style-type: none"> <input type="checkbox"/> Frequent convention errors interfere with understanding.

Writing Standard 6: Apply a research process to use information from a variety of sources. (3.W.3.A)

Sub-standards: Decide what sources of information might be relevant to answer questions.

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<p>Source Selection</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently chooses relevant sources from provided examples for a topic <p>Research Process</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows a research process when determining sources to answer a question <input type="checkbox"/> Records information from sources using simple organizers <p>Use of Information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses source information to support answers 	<p>Source Selection</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chooses a relevant source from provided examples but may not include a variety <p>Research Process</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows some steps of a research process <input type="checkbox"/> Records some information using an organizer, but may not always be the most useful information <p>Use of Information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Occasionally uses information gathered from research 	<p>Source Selection</p> <ul style="list-style-type: none"> <input type="checkbox"/> Struggles to choose relevant sources <p>Research Process</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not yet able to follow a research process <input type="checkbox"/> Not yet able to record information from sources <p>Use of Information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses gathered information poorly, with little to no support for answers

Language Standard 1: In speech and written form, apply standard English grammar. (3.L.1.A)			
Sub-standards: produce simple and compound imperative, exclamatory, declarative, and interrogative sentences [3.L.1.A.f]			
Terms 1-4	Meets the Standard	Approaching Expectations	Beginning to Learn
	<input type="checkbox"/> Correctly produces all four types of sentences (imperative, exclamatory, declarative, and interrogative) in both simple and compound forms <input type="checkbox"/> Uses appropriate grammar and punctuation for each type of sentence consistently and accurately <input type="checkbox"/> Demonstrates variety in sentence structure and clarity in meaning across different sentence types	<input type="checkbox"/> Produces all four types of sentences but may show less consistency in forming compound sentences <input type="checkbox"/> Uses mostly appropriate grammar and punctuation, with occasional errors <input type="checkbox"/> Shows some variety in sentence structure, but some sentences may lack clarity or be less well-constructed	<input type="checkbox"/> Produces some types of sentences but may omit one or more types; compound sentences are rarely or incorrectly formed <input type="checkbox"/> Frequently uses incorrect grammar and punctuation, affecting sentence meaning <input type="checkbox"/> Demonstrates little variety in sentence structure, and many sentences lack clarity or are poorly constructed

Language Standard 2: In written text, apply punctuation, capitalization and spelling. (3.L.1.B)			
Sub-standards: Use an apostrophe to form possessives [3.L.1.B.b] Capitalize names of places [3.L.1.B.f] Capitalize titles of books, stories, songs [3.L.1.B.g]			
Terms 1-4	Meets the Standard	Approaching Expectations	Beginning to Learn
	Possessives <input type="checkbox"/> Consistently and correctly uses apostrophes to form possessives Capitalization of place names <input type="checkbox"/> Always capitalizes the names of places correctly in written text Capitalization of titles <input type="checkbox"/> Consistently capitalizes the titles of books, stories, and songs correctly in written text	Possessives <input type="checkbox"/> Usually uses apostrophes correctly to form possessives, with occasional minor errors Capitalization of place names <input type="checkbox"/> Often capitalizes the names of places correctly, with occasional minor errors Capitalization of titles <input type="checkbox"/> Usually capitalizes the titles of books, stories, and songs correctly, with occasional minor errors	Possessives <input type="checkbox"/> Rarely or incorrectly uses apostrophes to form possessives Capitalization of place names <input type="checkbox"/> Frequently fails to capitalize the names of places correctly Capitalization of titles <input type="checkbox"/> Frequently fails to capitalize the titles of books, stories, and songs correctly

Speaking and Listening Standard 1: Develop and apply effective listening skills and strategies in formal and informal settings. (3.SL.1.A)

Sub-standards: asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others [3.SL.1.A.b]

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<p>Posing and Responding to Questions</p> <p><input type="checkbox"/> Consistently asks relevant questions to clarify or check understanding of information presented</p> <p>Stays on topic</p> <p><input type="checkbox"/> Always stays on topic during discussions, demonstrating clear focus on the subject matter</p> <p>Responds to others</p> <p><input type="checkbox"/> Frequently and appropriately links comments to the remarks of others, showing active listening and engagement</p>	<p>Posing and Responding to Questions</p> <p><input type="checkbox"/> Often asks relevant questions, with occasional lapses in clarity or relevance</p> <p>Stays on topic</p> <p><input type="checkbox"/> Mostly stays on topic during discussions but may occasionally stray from the subject matter</p> <p>Responds to others</p> <p><input type="checkbox"/> Sometimes links comments to others' remarks, with occasional lapses in relevance or appropriateness</p>	<p>Posing and Responding to Questions</p> <p><input type="checkbox"/> Rarely asks relevant questions or asks questions that do not clarify or check understanding</p> <p>Stays on topic</p> <p><input type="checkbox"/> Frequently strays off topic during discussions, showing limited focus on the subject matter</p> <p>Responds to others</p> <p><input type="checkbox"/> Rarely links comments to the remarks of others, showing limited engagement or active listening</p>