

# Grade Three English/Language Arts

## Performance Rubric

<i>ELA Content Areas</i>
Reading: Foundational Skills
Reading: Literature
Reading: Informational Text
Writing
Speaking and Listening
Language

## Reading: Foundational Skills (RF.3.3)

### ➤ Know and apply grade-level phonics and word analysis skills in decoding words

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multi-syllable words. D. Read grade-appropriate irregularly spelled words.	Independently and consistently able to apply phonics and word analysis skills to above grade-level words

## Reading: Foundational Skills (RF.3.4)

### ➤ Read with sufficient accuracy and fluency to support comprehension

Trimester	1: Needs Improvement	2: Progressing	3: Meets	DRA Level	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <p>A. Read grade-level text with purpose and understanding</p> <p>B. Read grade-level prose and poetry orally with accuracy.</p> <p>C. Use an appropriate rate while reading aloud.</p> <p>D. Read with expression on successive readings.</p> <p>E. Use context to confirm or self-correct word recognition and understanding.</p> <p>F. Reread as necessary.</p>	<p>Trimester 1 30</p> <p>Trimester 2 34</p> <p>Trimester 3 38</p>	<p>Independently able to</p> <ul style="list-style-type: none"> <li>Read <b>above</b> grade-level text with purpose and understanding</li> <li>Read <b>above</b> grade-level text orally with accuracy, appropriate rate, and expression</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>

## Reading: Literature (RL.3.1)

- Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <ul style="list-style-type: none"><li>● Closely read a text to demonstrate understanding</li><li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li><li>● Refer to specific text to support answers and to craft questions</li><li>● Explicitly locate evidence in the text to support answers and to craft questions</li><li>● Answer and ask both factual questions and inferential questions that require reasoning from the reader</li></ul>	<p>Independently be able to demonstrate all of the criteria for “meets” <b>from an above grade-level or complex text</b> and make relevant connections when explaining what the text states explicitly and when drawing inferences from the text</p>

## Reading: Literature (RL.3.2)

- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"><li>● Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details</li><li>● Determine central messages or theme</li><li>● Identify patterns in details</li></ul>	Independently able to <ul style="list-style-type: none"><li>● Determine a central message or theme using particular and explicit key details from the narrative in an above grade-level or complex text</li><li>● Explain patterns in details</li></ul>

## Reading: Literature (RL.3.3)

- Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"><li>● Closely read text to determine the important events, ideas, or concepts</li><li>● Identify the main characters in a story</li><li>● Describe the characters using literal and inferential story details</li><li>● Analyze how the actions of characters influence the story events</li></ul>	Independently able to <ul style="list-style-type: none"><li>● Describe in depth characters in a narrative using literal and inferential details</li><li>● Analyze the motivations of central characters and explain how their actions contribute to the plot</li></ul>
3				

## Reading: Literature (RL.3.4)

- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <ul style="list-style-type: none"><li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)</li><li>● Differentiate between literal and nonliteral language</li></ul>	Independently able to determine the meaning of key words and phrases as they are used in above grade-level or complex texts

## Reading: Literature (RL.3.5)

- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"><li>Describe how various parts build on one another not only in stories, but in dramas and poems</li><li>Identify the parts of this story (chapters, stanzas, scenes)</li><li>Determine how the parts of a story are connected or organized (time order, topic)</li></ul>	Independently able to <ul style="list-style-type: none"><li>Refer to the structure of a text when explaining (through writing or by speaking) the significance of story events</li><li>Consider why the structural elements of the text were necessary to convey the message of the author</li></ul>



## Reading: Literature (RL.3.6)

➤ Distinguish their own point of view from that of the narrator or those of the characters.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent i	Independently able to <ul style="list-style-type: none"><li>Establish the point of view of a text</li><li>Determine how the reader's point of view is different from the narrator's or the characters</li><li>Compare the reader's point of view with the author's point of view</li></ul>	Independently able to demonstrate all of the criteria for "meets" and <ul style="list-style-type: none"><li>Explain how a narrator's point of view influences how events in the story unfold</li></ul>

## Reading: Literature (RL.3.7)

- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"> <li>• Synthesize pictures and written text to better understand a text</li> <li>• Examine the relation to the illustrations and the text</li> <li>• Discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters</li> <li>• Identify the mood of a text</li> <li>• Interpret what the illustrations tell a reader about the mood</li> <li>• Determine how the pictures help clarify the description of the mood</li> </ul>	Independently
3				

## Reading: Literature (RL.3.9)

➤ Compare, contrast & reflect on (e.g. practical knowledge, historical/cultural context, & background knowledge) the central message/theme, lesson/moral, settings, & plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <ul style="list-style-type: none"> <li>● Use a variety of sources to access previous information to compare, contrast, and reflect on texts</li> <li>● Identify similarities and differences in books with the same author and characters</li> <li>● Determine the central message, theme, lesson, and/or moral of the stories</li> <li>● Identify similarities and differences in the central message of the texts</li> <li>● Reflect on how the text details, characters, and central messages are alike and different</li> </ul>	<p>Independently able to</p> <p>Integrate information gained from two separate texts through verbal expressions or through written word;</p> <p>Extend understanding by providing details from each text and explain how these details contribute to a stronger understanding of the texts' subject matter</p>
3				

## Reading: Informational Text (RI.3.1)

➤ Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"><li>● Closely read a text to demonstrate understanding</li><li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li><li>● Refer to specific text to support answers and to craft questions</li><li>● Explicitly locate evidence in the text to support answers and to craft questions of a factual nature</li><li>● Answer and ask both factual questions and inferential questions that require reasoning from the reader</li></ul>	Independently be able to demonstrate all of the criteria for “meets” from an above grade-level or complex text and make relevant connections when explaining what the text states explicitly and when drawing inferences from the text

## Reading: Informational Text (RI.3.2)

➤ Determine the main idea of a text; recount the key details and explain how they support the main idea.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"><li>● Determine central messages or main ideas in a text</li><li>● Identify details to support the main idea</li><li>● Analyze how the details of the text help to support and reveal the central idea or theme</li></ul>	Consistently demonstrates the independent ability to use details in supporting the main idea when summarizing a complex or above grade-level text

## Reading: Informational Text (RI.3.3)

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <ul style="list-style-type: none"> <li>● Closely read text to determine important events, ideas or concepts</li> <li>● Identify words that signify time order, sequence, and cause/effect</li> <li>● Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect</li> <li>● Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas</li> </ul>	<p>Independently able to demonstrate all of the criteria for “meets” <b>from an above grade-level or complex text</b> and provides <b>detailed</b> support for why these events, procedures, and ideas happened</p>
3				

## Reading: Informational Text (RI.3.4)

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent in determining the meaning of words in grade-level text	Independently able to <ul style="list-style-type: none"><li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)</li><li>• Differentiate between literal and nonliteral language</li></ul>	Independently able to determine the meaning of words in above grade-level text and complex texts

## Reading: Informational Text (RI.3.5)

- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support in	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"><li>● Identify the unique features and organization of informational text (text features, and search tools)</li><li>● Use the unique features to find and manage information specific to the topic</li><li>● Demonstrate proficiency in using the tools to locate information</li></ul>	Independently be able to demonstrate all of the criteria for “meets” within an above grade-level or complex text



## Reading: Informational Text (RI.3.6)

➤ Distinguish their own point of view from that of the author of a text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"><li>Establish the point of view of a text</li><li>Compare the reader's point of view with the author's point of view</li></ul>	Independently able to <ul style="list-style-type: none"><li>Compare and contrast a firsthand and secondhand account of the same event or topic</li><li>Identify the degree of reliability each account has on the events</li></ul>

## Reading: Informational Text (RI.3.7)

➤ Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support in identifying and explaining text features within online resources	Making progress with teacher support and/or may be inconsistent in identifying and explaining text features within online resources	Independently able to <ul style="list-style-type: none"><li>Examine various text features (maps, diagrams, photos, audios) to understand specific information in the text</li><li>Synthesize the various text features and the text itself to understand the ideas in the text</li><li>Explain how the different text features aid understanding</li></ul>	Independently able to analyze text features within online resources to demonstrate a deeper understanding of the text
3				

## Reading: Informational Text (RI.3.8)

➤ Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<ul style="list-style-type: none"><li>Independently able to Make a clear link between sentences and paragraphs when reading informational text</li><li>Explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc)</li><li>Identify words that signify a relationship between ideas</li><li>Use the relationships between ideas to describe how an author supports specific points</li></ul>	
3				

## Reading: Informational Text (RI.3.9)

➤ Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"> <li>● Closely read the text to identify the important details of a text</li> <li>● Find similarities and differences about important details when reading about two texts that share the same topic</li> <li>● Reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)</li> </ul>	
3				

## Writing (W.3.1)

➤ Write opinion pieces on topics or texts, supporting a point of view with reasons.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <p>A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <ul style="list-style-type: none"><li>● Distinguish fact from opinion</li><li>● State an opinion to be supported with reasons</li><li>● Write a thesis statement to focus the writing</li></ul> <p>B. Provide reasons that support the opinion.</p> <ul style="list-style-type: none"><li>● Group supporting details to support the writer's purpose</li></ul> <p>C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>D. Provide a conclusion</p>	<p>Independently able to demonstrate all of the criteria of a "meets" and</p> <ul style="list-style-type: none"><li>● Demonstrates compositional risks</li><li>● Demonstrates a sophistication not typically found in grade level writing</li></ul>

## Writing (W.3.2)

➤ Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <p>A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</p> <ul style="list-style-type: none"><li>○ Organize information to support the topic</li><li>○ Write a thesis statement</li></ul> <p>B. Develop the topic with facts, definitions, and details.</p> <ul style="list-style-type: none"><li>○ Use text features to support the development of the topic</li><li>○ Select details that appropriate support the development of the topic</li></ul> <p>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>D. Provide a conclusion</p>	<p>Independently able to demonstrate all of the criteria of a “meets” and</p> <ul style="list-style-type: none"><li>● Demonstrates compositional risks</li><li>● Demonstrates a sophistication not typically found in grade level writing</li></ul>

## Writing (W.3.3)

➤ Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 & 3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <p>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <ul style="list-style-type: none"> <li>○ Organize ideas</li> <li>○ Engage the reader with a hook</li> <li>○ Establish a situation or story background</li> <li>○ Establish a narrator and/or characters for the story</li> <li>○ Present an organized sequence of events</li> </ul> <p>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <ul style="list-style-type: none"> <li>○ Use various narrative techniques to develop the characters and the plot</li> <li>○ Incorporate vivid details to tell the story</li> </ul> <p>C. Use temporal words and phrases to signal event order.</p> <ul style="list-style-type: none"> <li>○ Establish chronology by using appropriate transitional words and phrases</li> </ul> <p>D. Provide a sense of closure.</p>	<p>Independently able to demonstrate all of the criteria of a “meets” and</p> <ul style="list-style-type: none"> <li>● Demonstrates compositional risks</li> <li>● Demonstrates a sophistication not typically found in grade level writing</li> </ul>
2				

## Writing (W.3.4)

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"><li>● Produce writing that is clear and understandable to the reader</li><li>● Unpack writing tasks (type of writing assignment)</li><li>● Unpack writing purpose (the writer's designated reason for writing)</li><li>● Focus the organization and development of a topic to reflect the task and purpose</li></ul>	



## Writing (W.3.5)

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"><li>● Practice revising and editing skills</li><li>● Change word choice and sentence structure in writing to strengthen the piece</li><li>● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li><li>● Recognize spelling, grammar, and punctuation errors</li><li>● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li></ul>	

## Writing (W.3.6)

- With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"><li>● Develop strategies with peers and adults to use digital tools</li><li>● Use technology for producing and publishing writing</li><li>● Use technology to collaborate with others</li></ul>	

## Writing (W.3.7)

➤ Conduct short research projects that build knowledge about a topic.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"><li>● Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic</li><li>● Gather information to support a topic</li><li>● Select relevant information from texts to support main ideas or claims</li><li>● Group like ideas to organize writing</li></ul>	
3				

## Writing (W.3.8)

- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <ul style="list-style-type: none"><li>● Locate information from print and digital sources</li><li>Integrate information from personal experiences</li><li>● Take notes and organize information into categories provided by the teacher</li><li>● Gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes</li><li>● Thoughtfully choose online sources</li><li>● Select the information needed from each source</li><li>Connect new information learned online with offline sources</li><li>● Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources</li></ul>	

# Speaking and Listening (SL.3.1)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent i	<p>Is able to</p> <ul style="list-style-type: none"> <li>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</li> <li>B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</li> <li>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</li> <li>D. Explain their own ideas and understanding in light of the discussion</li> </ul>	<p>Is able to engage in a range of collaborative discussions (one-on-one, in groups, teach-led) on grade-level topics and build on others' ideas and express own ideas clearly; stay on topic, and link comments to the responses of others</p>

## Speaking and Listening (SL.3.2)

➤ Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support i	Making progress with teacher support and/or may be inconsistent i	Able to <ul style="list-style-type: none"> <li>● Determine the main idea of a text read aloud</li> <li>● Determine the supporting details for a text read aloud</li> <li>● Determine the main ideas and supporting details of information presented in multiple formats</li> </ul>	Able to <b>effectively</b> communicate a summary of information obtained from forms of media (written text, video, audio, etc.); able to report or <b>speak effectively</b> on a given topic
3				

## Speaking and Listening (SL.3.3)

- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support i	Making progress with teacher support and/or may be inconsistent i	Able to <ul style="list-style-type: none"> <li>● Listen carefully to what a speaker says</li> <li>● Ask questions to clarify what was heard</li> <li>● Elaborate and provide details to build upon the speaker's response</li> </ul>	Able to <b>effectively</b> communicate a summary of information obtained from forms of media (written text, video, audio, etc.); able to report or <b>speak effectively</b> on a given topic
3				

## Speaking and Listening (SL.3.4)

- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support i	Making progress with teacher support and/or may be inconsistent i	<p>Able to</p> <ul style="list-style-type: none"> <li>● Report on a topic or text, telling a story, or recounting an event in an organized, logical manner</li> <li>● Use relevant facts and descriptive details that add to the reporting of a topic or event</li> <li>● Present information orally and in coherent, spoken sentences</li> <li>● Use an appropriate pace when presenting</li> <li>● Present and logically support personal opinions</li> </ul>	Able to <b>effectively</b> communicate a summary of information obtained from forms of media (written text, video, audio, etc.); able to report or <b>speak effectively</b> on a given topic
3				



## Speaking and Listening (SL.3.5)

- Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-2				
3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"><li>● Use multimedia to create engaging audio recordings of stories or poems</li><li>● Focus on inflection and volume instead of just reading out loud</li><li>● Demonstrate fluid and well-paced reading</li><li>● Add visual displays to illuminate chosen facts or details</li></ul>	Independently able to explain and elaborate upon the purpose, reasons, and evidence that a speaker provides to support particular points

## Speaking and Listening (SL.3.6)

- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"><li>● Speak in complete sentences</li><li>● Adapt speech to task and situation</li><li>● Use 3rd grade appropriate grammatically correct speech</li><li>● Elaborate on a detail when necessary</li><li>● Clarify ideas when necessary</li></ul>	Independently able to explain and elaborate upon the purpose, reasons, and evidence that a speaker provides to support particular points

## Language (L.3.1)

### Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Define, explain, and examine the function and purpose of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Identify and differentiate between regular and irregular plural nouns C. Identify and use abstract nouns (e.g., childhood).	Demonstrates a strong command
2			Independently able to demonstrate ability to meet <b>all criteria in Trimester 1 and:</b> D. Form and use regular and irregular verbs when writing or speaking. E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. G. Identify, define, form, and use comparative and superlative adjectives and adverbs, and select the appropriate form to use depending on what is to be modified. H. Use coordinating and subordinating conjunctions.	
3			Independently able to demonstrate ability to meet <b>all criteria in Trimesters 1-2 and:</b> F. Consistently use the appropriate form of subject-verb and pronoun-antecedent agreement; reread writing to ensure agreement	

## Language (L.3.2)

➤ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to: <ul style="list-style-type: none"> <li>A. Identify words that should be capitalized and capitalize appropriate words in titles, consistently applying rules for capitalization in titles</li> <li>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</li> <li>F. Identify and use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</li> <li>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</li> </ul>	
2			Independently able to demonstrate ability to meet <b>all criteria in Trimester 1 and:</b> <ul style="list-style-type: none"> <li>B. Use and apply commas in addresses.</li> <li>C. Use commas and quotation marks in dialogue</li> </ul>	
3			Independently able to demonstrate ability to meet <b>all criteria in Trimester 1 and:</b> <ul style="list-style-type: none"> <li>D. Identify, form and use possessives</li> </ul>	

## Language (L.3.3)

➤ Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Choose words and phrases for effect being purposeful to create effect B. Recognize and observe differences between the conventions of spoken and written standard English	Independently able to determine the meaning of above grade level unknown and multiple-meaning words using a variety of strategies (context, above grade level affixes and roots, use of reference materials)
3				

## Language (L.3.4)

➤ Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1			Independently able to A. Decipher meanings of words and phrases by using sentence context. D. Use glossaries or beginning dictionaries, <b>both print and digital</b> , to determine or clarify the precise meaning of keywords and phrases.	
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to demonstrate ability to meet <b>all criteria in Trimester 1 and:</b> B. Determine the meaning of the new word formed when a known affix is added to a known word ( <i>e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ). C. Use a known root word as a clue to the meaning of an unknown word with the same root ( <i>e.g., company, companion</i> ).	
3			Independently able to demonstrate ability to meet <b>all criteria in Trimesters 1 and 2</b>	

## Language (L.3.5)

➤ Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Define the terms, “literal” and “nonliteral,” distinguishing between the two within context (e.g., take steps) B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful) C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)	Effectively uses figurative language; demonstrates a strong understanding of word relationships, and nuances in word meanings (including: similes, metaphors, idioms, adages, proverbs)
3				

## Language (L.3.6)

➤ Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1-3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"><li>● Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics</li><li>● Choose the most accurate word when describing actions, emotions, or states of being</li><li>● Choose the most accurate word when discussing a particular topic</li><li>● Use spatial and temporal relationship words and phrases</li></ul>	Effectively uses figurative language; demonstrates a strong understanding of word relationships, and nuances in word meanings (including: similes, metaphors, idioms, adages, proverbs)