



**Grade 3 English Language Arts**

Important Notes

- For a level 3 and 4 in the **Reading: Literature and Informational Text Indicators**, the student must be able to apply the skills specified on the rubric using a grade level text. If a student is reading an above grade level text they still need to demonstrate the specific skills on the rubric to achieve a level 3 or 4.
- For all indicators, the specific skills to incorporate into each score are only listed under “3.” A “4” includes all of the criteria of a 3, plus the additional criteria of a “4”.

**Reading: Literature and Informational Texts**

Report Card Indicator: Asks and answers questions about texts explicitly citing evidence				
Standard: RL.3.1 RI.3.1				
Trimester	1	2	3	4
1	Unable to ask or answer questions about a text	Requires prompting and support to ask and/ or answers questions about the text citing little evidence	Independently asks and answers questions about grade level fiction and informational texts explicitly citing some evidence	Independently and consistently asks and answers questions about text explicitly citing evidence

Third Grade ELA Revised May 2015

2	Unable to ask or answer questions about a text	Independently and consistently asks and/or answers questions about text explicitly citing some evidence	Independently asks and answers questions about grade level fiction and informational texts explicitly citing evidence	Independently and consistently asks and answers questions about text explicitly citing multiple examples of evidence
3	Unable to ask or answer questions about a text	Independently and consistently asks and/or answers questions about text explicitly citing some evidence	Independently asks and answers questions about grade level fiction and informational texts explicitly citing evidence	Independently and consistently asks and answers questions about text explicitly citing multiple examples of evidence

Report Card Indicator: Recounts literature to include story elements				
Standard: RL.3.2				
Trimester	1	2	3	4

1	Unable to recount literature using story elements	Requires prompting and support to recount literature to include some story elements	Independently recounts grade level stories, identifies story elements, key details and explains how the story elements affect the story and how the details support the moral/lesson	Independently and consistently recounts all story elements in literature and how the details support the moral/lesson
2	Unable to recount literature using story elements	Requires prompting and support to recount literature to include some story elements	Independently recounts grade level stories, identifies story elements, key details and explains how the story elements affect the story and how the details support the moral/lesson	Independently and consistently recounts all story elements in literature and how the details support the moral/lesson
3	Unable to recount literature using story elements	Requires prompting and support to recount literature to include some story elements	Independently recounts grade level stories, identifies story elements, key details	Independently and consistently recounts all story elements in literature and how the

Third Grade ELA Revised May 2015

			and explains how the story elements affect the story and how the details support the moral/lesson	details support the moral/lesson
--	--	--	---	----------------------------------

Report Card Indicator: Determines the main idea and identifies supporting key details in an informational text				
Standard: RI.3.2				
Trimester	1	2	3	4
1	N/A	N/A	N/A	N/A

2	Unable to determine the main idea of the text; recount the key details and explain how they support the main idea	Requires prompting and support to determine the main idea of the text; recount the key details and explain how they support the main idea	Independently determines the main idea of the text; recounts the key details and explains how they support the main idea using grade level texts	Independently and consistently determines the main idea of the text; recounts the key details and explains how they support the main idea
3	Unable to determine the main idea of the text; recount the key details and explain how they support the main idea.	Requires prompting and support to determine the main idea of the text; recount the key details and explain how they support the main idea.	Independently determines the main idea of the text; recounts the key details and explains how they support the main idea using grade level texts.	Independently and consistently determines the main idea of the text; recounts the key details and explains how they support the main idea; summarizes the text.

Report Card Indicator: Uses text features to understand informational texts				
Standard: RI 3.5 RI 3.7				
Trimester	1	2	3	4
1	N/A	N/A	N/A	N/A
2	Unable to use text features to ask and answer questions	Requires prompting and support to use text features to ask and/or answer questions	Independently uses text features to ask and answer questions about grade level texts	Independently and consistently uses text features to ask and answer questions
3	Unable to use text features to ask and answer questions	Requires prompting and support to use text features to ask and/or answer questions	Independently uses text features to ask and answer questions and draw inferences about grade level texts	Independently and consistently uses text features to ask and answer questions and draw inferences from the texts

**Reading: Foundational Skills**

Report Card Indicators: Reads appropriately to support comprehension (rate, accuracy, expression)				
Standard: RL 3.10 RI.3.10 RF 3.4				
Trimester	1	2	3	4
1	Unable to read with appropriate rate, stamina, accuracy and expression to support comprehension	Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension	Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension	Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension
2	Unable to read with appropriate rate, stamina, accuracy and expression to support comprehension	Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension	Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension	Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension

Third Grade ELA Revised May 2015

3	Unable to read with appropriate rate, stamina, accuracy and expression to support comprehension	Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension	Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension	Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension
---	---	---	--	---

**Writing**

Report Card Indicator: Writes to communicate ideas and information (in an organized manner)				
Standard: W.3.1 W.3.2 W.3.3				
Trimester	1	2	3	4
1	Unable to communicate ideas and information in an organized manner	Requires prompting and support to communicate ideas and information in an organized manner	Independently writes to communicate ideas and information in an organized manner appropriate to grade level expectations	Independently and consistently produces writing appropriate to task, purpose and audience.  Writing is coherent, well crafted and includes sophisticated organization,



				elaboration and may include linking words
2	Unable to communicate ideas and information in an organized manner	Requires prompting and support to communicate ideas and information in an organized manner	Independently writes to communicate ideas and information, skillfully connects ideas using linking words in an organized manner appropriate to grade level expectations	Independently and consistently produces writing appropriate to task, purpose and audience  Writing is coherent, well crafted and includes sophisticated organization and elaboration
3	Unable to communicate ideas and information in an organized manner	Requires prompting and support to communicate ideas and information in an organized manner	Independently writes to communicate ideas and information, skillfully connects ideas using linking words in an organized manner appropriate to grade level expectations	Independently and consistently produces writing appropriate to task, purpose and audience  Writing is coherent, well crafted and includes sophisticated organization and elaboration

Report Card Indicator: Supports writing with details, examples from the texts, and/or research				
Standard: W.3.4 W.3.7				
Trimester	1	2	3	4
1	N/A	N/A	N/A	N/A
2	Unable to provide details, examples from texts and/or research to support a topic, or details do not match topic	Requires prompting and support to provide limited details, examples and/or research to support a topic	Independently provides some details, examples from the text and/or research to support a topic	Independently and consistently provides <u>purposeful and essential</u> details, examples from the text and/or research to support a topic
3	Unable to provide details, examples from texts and/or research to support a topic, or details do not match topic	Requires prompting and support to provide limited details, examples and/or research to support a topic	Independently provides some details, examples from the text and/or research to support a topic	Independently and consistently provides <u>purposeful and essential</u> details, examples from the text and/or research to support a topic

Report Card Indicator: Develops and strengthens writing by planning, revising and editing				
Standard: W.3.5				
Trimester	1	2	3	4
1	Unable to develop and strengthen writing by elaborating on a topic, through planning, revising and editing	Requires significant prompting and support to develop and strengthen writing by elaborating on a topic, through planning, revising and editing	With prompting and support, develops and strengthens writing by elaborating on a topic, through planning, revising and editing appropriate to grade level expectations	Independently develops and strengthens writing by elaborating on a topic, through planning, revising and editing

Third Grade ELA Revised May 2015

2	Unable to develop and strengthen writing by elaborating on a topic, through planning, revising and editing	Requires significant prompting and support to develop and strengthen writing by elaborating on a topic, through planning, revising and editing	With prompting and support, develops and strengthens writing by elaborating on a topic, through planning, revising and editing appropriate to grade level expectations	Independently develops and strengthens writing by elaborating on a topic, through planning, revising and editing
3	Unable to develop and strengthen writing by elaborating on a topic, through planning, revising and editing	Requires significant prompting and support to develop and strengthen writing by elaborating on a topic, through planning, revising and editing	With prompting and support, develops and strengthens writing by elaborating on a topic, through planning, revising and editing appropriate to grade level expectations	Independently develops and strengthens writing by elaborating on a topic, through planning, revising and editing

**Language Usage**

Report Card Indicator: Demonstrates understanding of capitalization and punctuation				
Standard: L.3.2				
Trimester	1	2	3	4

1	Unable to apply grade level conventions of capitalization and punctuation	Requires prompting and support to apply grade level conventions of capitalization, and punctuation	Independently applies grade level conventions of capitalization and punctuation	Independently and consistently applies grade level conventions of capitalization and punctuation at a more sophisticated level or correctly uses untaught skills
2	Unable to apply grade level conventions of capitalization and punctuation	Requires prompting and support to apply grade level conventions of capitalization, and punctuation	Independently applies grade level conventions of capitalization and punctuation	Independently and consistently applies grade level conventions of capitalization and punctuation at a more sophisticated level or correctly uses untaught skills
3	Unable to apply grade level conventions of capitalization and punctuation	Requires prompting and support to apply grade level conventions of capitalization, and punctuation	Independently applies grade level conventions of capitalization and punctuation	Independently and consistently applies grade level conventions of capitalization and punctuation at a more sophisticated level or correctly uses untaught skills

Report Card Indicator: Applies correct spelling of grade-level words in written work				
Standard: L3.2				
Trimester	1	2	3	4
1	Unable to spell grade-level words accurately	Requires prompting and support to spell grade-level words accurately	Independently understands and uses grade appropriate spelling accurately	Independently and consistently uses and understands grade appropriate spelling
2	Unable to spell grade-level words accurately	Requires prompting and support to spell grade-level words accurately	Independently understands and uses grade appropriate spelling accurately	Independently and consistently uses and understands grade appropriate spelling
3	Unable to spell grade-level words accurately	Requires prompting and support to spell grade-level words accurately	Independently understands and uses grade appropriate spelling accurately	Independently and consistently uses and understands grade appropriate spelling

**Speaking and Listening**

Report Card Indicator: Makes clear, meaningful contributions to collaborative conversations				
Standard: SL 3.1				
Trimester	1	2	3	4
1	Unable to make clear, meaningful contributions to collaborative conversations	Requires prompting and support to make clear, meaningful contributions to collaborative conversations	Effectively makes clear, meaningful contributions to collaborative conversations	Effectively engages in sophisticated collaborative conversations making clear, meaningful contributions to collaborative conversations
2	Unable to make clear, meaningful contributions to collaborative conversations	Requires prompting and support to make clear, meaningful contributions to collaborative conversations	Effectively makes clear, meaningful contributions to collaborative conversations	Effectively engages in sophisticated collaborative conversations making clear, meaningful contributions to collaborative conversations
3	Unable to make clear, meaningful contributions to collaborative conversations	Requires prompting and support to make clear, meaningful contributions to collaborative conversations	Effectively makes clear, meaningful contributions to collaborative conversations	Effectively engages in sophisticated collaborative conversations making clear, meaningful contributions to collaborative conversations

Report Card Indicator: Actively listens in collaborative conversations				
Standard: SL 3.1				
Trimester	1	2	3	4
1	Unable to actively listen in collaborative conversations	Requires prompting and support to actively listen in collaborative conversations	Actively listens effectively in collaborative conversations	Actively listens effectively in collaborative conversations and builds on others' ideas
2	Unable to actively listen in collaborative conversations	Requires prompting and support to actively listen in collaborative conversations	Actively listens effectively in collaborative conversations	Actively listens effectively in collaborative conversations and builds on others' ideas
3	Unable to actively listen in collaborative conversations	Requires prompting and support to actively listen in collaborative conversations	Actively listens effectively in collaborative conversations	Actively listens effectively in collaborative conversations and builds on others' ideas



